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TEACHERS COLLEGE HEIGHTS

VOLUME 16

DECEMBER, 1936.

NUMBER 2

MERRY XMAS



HAPPY NEW YEAR

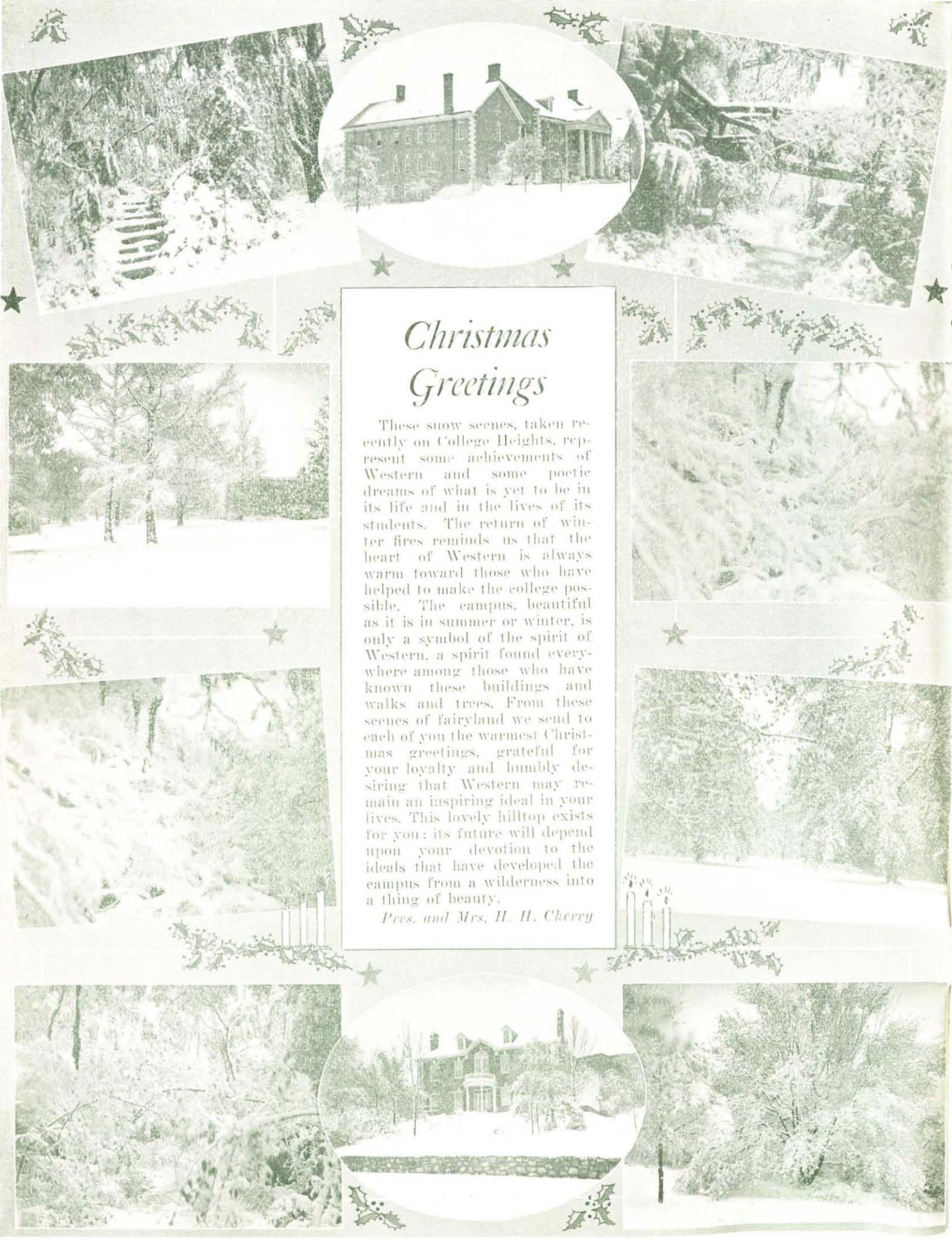
"MORE STATELY MANSIONS"

WESTERN KENTUCKY STATE TEACHERS COLLEGE

BOWLING GREEN,

Entered as second-class matter, December 18, 1916, at the Post Office
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KENTUCKY.

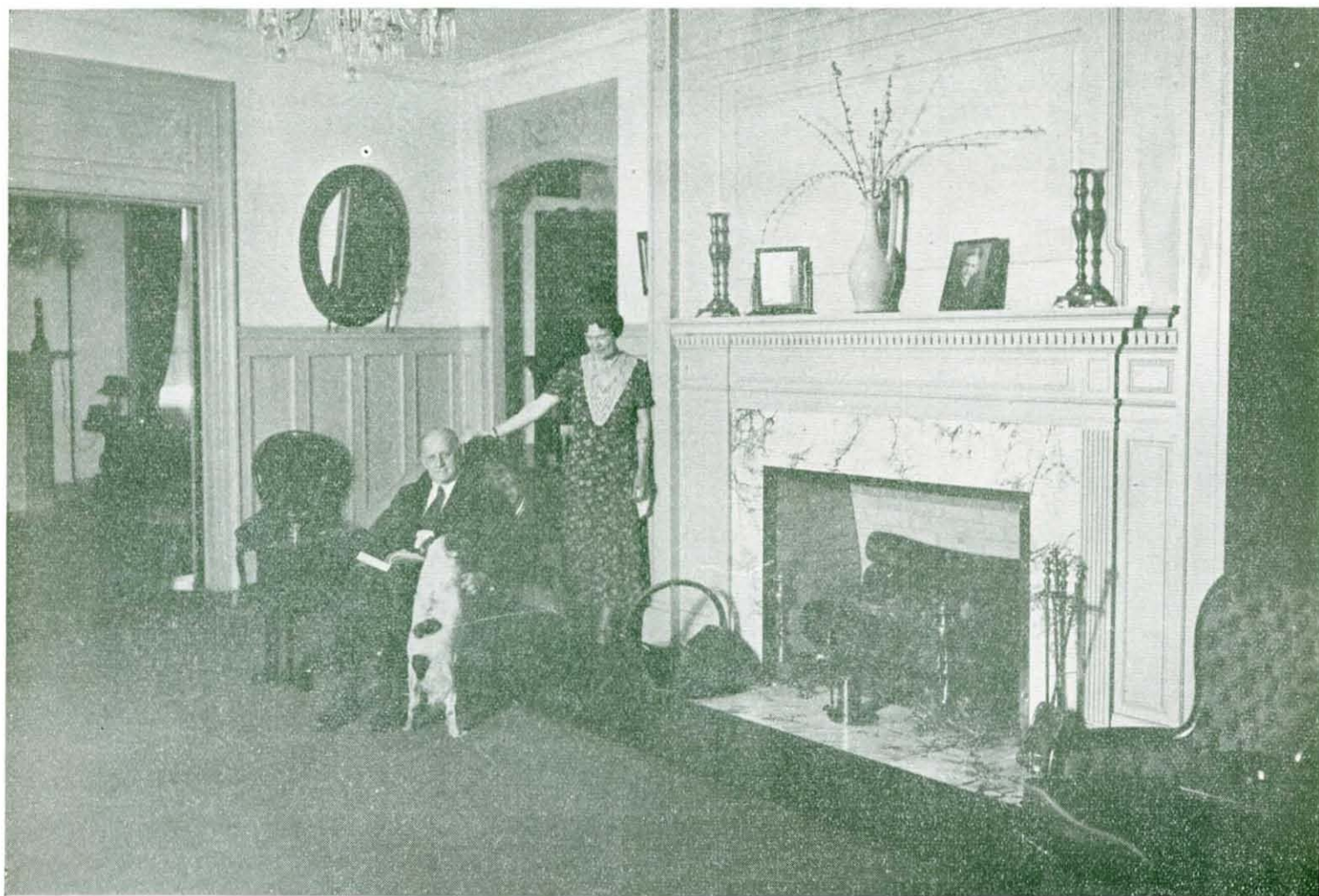


Christmas Greetings

These snow scenes, taken recently on College Heights, represent some achievements of Western and some poetic dreams of what is yet to be in its life and in the lives of its students. The return of winter fires reminds us that the heart of Western is always warm toward those who have helped to make the college possible. The campus, beautiful as it is in summer or winter, is only a symbol of the spirit of Western, a spirit found everywhere among those who have known these buildings and walks and trees. From these scenes of fairyland we send to each of you the warmest Christmas greetings, grateful for your loyalty and humbly desiring that Western may remain an inspiring ideal in your lives. This lovely hilltop exists for you; its future will depend upon your devotion to the ideals that have developed the campus from a wilderness into a thing of beauty.

Pres. and Mrs. H. H. Cherry





PRESIDENT AND MRS. H. H. CHERRY AT HOME



— ❄ —



THE CAMPUS IS READY FOR CHRISTMAS



FORT ALBERT SIDNEY JOHNSTON



Western State Teachers College

MEMBER OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES, THE
KENTUCKY ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS,
AND OF THE SOUTHERN ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

THE SECOND SEMESTER WILL BEGIN
FEBRUARY 1, 1937

THE MID-TERM OF NINE WEEKS WILL OPEN APRIL 5, 1937

SUMMER SCHOOL OPENS JUNE 14, 1937

CALENDAR 1937

Second Semester and Spring Term

February 1, Monday—
Registration for second semester.

February 2, Tuesday—
Classes begin.

February 8, Monday—
Last day to register for full load.

February 23, Tuesday—
Last day to register for credit.

April 5, Monday—
Registration for mid-term of nine weeks.

April 6, Tuesday—
Classes begin.

April 7, Wednesday—
Last day to register for full load.

April 12, Monday—
Last day to register for credit.

May 30, Sunday—
Commencement week begins.

June 4, Friday—
Last day of second semester.

June 14, Monday—
Summer School begins.

BOWLING GREEN

Bowling Green, a city of 15,000 population, in which the Western Teachers College is located, may justly be called one of the most beautiful of the smaller cities of America. It is located in the hills at the head of navigation on Barren River. The city commands a panoramic view of rugged, wooded hills and fertile valleys seldom surpassed. It has thirty-two miles of asphalt streets, shaded by maple trees. Beautiful homes, splendid business houses, and fine public buildings adorn these streets. It has excellent public schools and fifteen churches of different denominations to which students and visitors are welcome. A system of parks and playgrounds is adequately maintained. A cultured and hospitable citizenship, the product of long-established institutions of higher learning, is its finest attainment. All of these attractions help to make Bowling Green one of the most desirable cities in the country in which to attend school.

Western Kentucky State Teachers College

— ITS PURPOSE —

The Western Kentucky State Teachers College exists for the purpose of training teachers and administrators for the schools of the Commonwealth. The college recognizes as its duty, and accepts as its function the training of students to become teachers in every type of school at present supported by the state. It also accepts the responsibility of training principals, superintendents, supervisors for rural schools, attendance officers, and supervisors of special subjects.

In carrying out its program of teacher education, the Western Kentucky Teachers College recognizes that it has a dual purpose to perform. It seeks to provide both a cultural background and skill in the technique of teaching and school administration; it is striving to keep in mind and to harmonize as far as is possible both the general and professional aims of a teacher-training institution.

As a part of its program of teacher education, the college feels responsible for the development of right professional attitude, personal ideals, and ethical standards for those whom it is training for the teacher profession. The institution is seeking not only to provide opportunities for professional training and equipment, but is trying also to give a type of education which contributes to the personal growth of the individual; an education that increases his thinking power and his culture, and leaves him in possession of those attributes

which tend to make life more effective, more beautiful, and more worthwhile, both for himself and for those with whom he comes in contact.

While the Western Kentucky Teachers College is primarily concerned with the education of teachers, administrators, and supervisors for the schools of the state, it believes that young men and women not planning to enter the teaching profession should be permitted to enter the college and complete such subjects or courses as they may find adapted to their needs and interests.

It is the purpose of the Western Kentucky State Teachers College to maintain at all times a high standard of scholarship and professional training, to the end that those who are graduated may be thoroughly prepared and worthy of the recognition evidenced by the diplomas which they receive.

The facilities of the institution are available to any teacher or prospective teacher of the state. It seeks to serve both the rural and urban life of the Commonwealth. Adequate training, compensation, and security of tenure are necessary requisites to the establishing of teaching on a professional basis. Throughout its entire history, the institution has sought to elevate teaching to the rank of a profession and to provide the state with an adequately equipped and stabilized educational leadership.

EXPENSES INCIDENT TO ATTENDING A SEMESTER AT WESTERN DUR- ING 1937-38

Reckoned solely in dollars and cents, a term at college here will cost but little more than one's living expenses would be for the same period at home. The State of Kentucky has generously offered **Free Tuition** under instructors that have no superior and but few equals. Earnest students are able to attend Western Teachers College for a semester on as small an outlay as one hundred and twenty-seven dollars, including room rent at one dollar a week, meals, registration fee, and books. See items estimated below

Free tuition	\$.00
Board @ \$3.50 a week	63.00
Room rent @ \$1.50 (average)	27.00
Registration fee	25.00
Books, about	12.00
Total	\$127.00

Students who desire to do so frequently purchase their books at second-hand rate and, after completing the course of study, sell them to incoming students, thus reducing this item of expense.

LIVING QUARTERS AT WESTERN AND BOARDING RATES ECONOMICAL

J. Whit Potter Hall is a modern, fireproof, steam-heated building, equipped with the best beds, springs and mattresses on the market, electric lights, modern bathrooms with hot and cold water, and a beautifully furnished parlor. On week-ends and on Wednesday night of each week, this parlor is open to visitors, and the students also have the privilege of receiving guests on other occasions when proper. Western's two dormitories for women, both the J. Whit Potter Hall and the West Hall, are under the direction of cultured and sympathetic hostesses who look after the interests of the girls at all times. In case of sickness they and the school nurse give first aid, and in many cases save the student the expense of an attending physician. In the occasional case of illness that demands more attention, the student may occupy the infirmary, which is located in West Hall. This infirmary is planned with care and is as nearly perfect as can be made for a small college infirmary. When there the student is given close attention by the school nurse. No charge is made the student when it becomes necessary for her to spend a few days in the infirmary.

What is true of J. Whit Potter Hall in the way of comfort, accommodations, and other advantages is true of West Hall. Each suite in West Hall consists of two rooms with bath between, with hot and cold water supplied at all times. For the additional conveniences furnished at West Hall there is a slight increase in the rate for room.

Laundry. Students find the arrangement provided for doing one's own laundry in the halls a great convenience, as well as a source of economy. Stationary washtubs with hot and cold water supplied have been installed in J. Whit Potter Hall; and electric irons and ironing boards have been provided in the pressing room of each Hall. It will not be necessary for students to bring irons with them. No extra charge is made for the use of this equipment.

ECONOMICAL RATES

It has been the custom of Western to keep living expenses here as low as possible commensurate with comfort and convenience; and, whenever we have found it possible to lower the cost of meals or of any other item, we have had pleasure in doing so. Recently we have been able to reduce the rates for meals to \$3.50 a week while at the same time keeping up the high quality of food and efficient service. We are glad to announce also a reduction in room rent to \$1.00 a week each student where two people occupy a room in the J. Whit Potter Hall, single beds being provided. In the West Hall the rates for each student are \$1.25 and \$1.50 a week, two people occupying a room. Students who take advantage of the \$1 rate for

room and \$3.50 rate for meals will pay at the rate of \$18 a scholastic month or \$40.50 for the half-semester of nine weeks.

OFF CAMPUS LIVING QUARTERS

Many of the most cultured families in the city are offering room to students who prefer private board. These rooms are in homes having all of the modern conveniences. The rates are reasonable, ranging from \$1.50 to \$2.00 a week. Lists of desirable places are kept in the office and assistance is furnished those who wish it in finding suitable locations. Students should ask to see these lists. Those who prefer to room in private homes have the privilege of securing meals in the J. Whit Potter Hall at \$3.50 a week.

LIGHT HOUSEKEEPING

It is becoming more and more popular for students, especially young married couples who attend the institution here, to rent one or two rooms, depending on what is needed and do light housekeeping. They are finding this to be quite economical and satisfactory in other respects as well. Simple arrangements are offered in many homes of the city; and in addition there are a limited number of modern small apartments that are available. The institution is glad to give assistance in making desirable arrangements.

MEALS IN PRIVATE HOMES

The price of meals at private boarding houses is little more than what is charged in the J. Whit Potter Hall—\$4.50 or \$4.00 a week.

SPECIAL REGULATION RELATIVE TO ROOMING PLACES FOR FRESH- MAN WOMEN

All Freshman women not living with their own families are required to room and board in one of the college dormitories, unless special permission is secured from the administration of the college to occupy rooms in private homes. Parents desiring to have their daughters, who are doing freshman work in this institution, live in the city must make their requests in writing to the President of the institution. If possible, this should be done before the opening of the semester or term for which the student expects to register.

This regulation went into effect three years ago. We have found that it is highly satisfactory to all parties concerned. Those girls staying in private boarding homes will be visited from time to time by members of the faculty and will be given special attention by the Personnel Department.

Students doing work above the Freshman year may secure rooms either in the school dormitories or in private homes approved by the college. A list of such homes may be obtained from Miss Mattie McLean, secretary to the President.

RESERVATION OF ROOMS

Young women who desire to secure rooms in either West Hall or the J. Whit Potter Hall should make their reservations early. Any requests for reservations should be accompanied by the usual fee of \$5.00 with information as to preferred location. This amount is refunded at the close of the term upon recommendation of the Hostess at the Hall.

STUDENT HEALTH PROGRAM

The Teachers College experiences a dual responsibility concerning student health. While its first responsibility is to the personal health of its students, the added responsibility of training its students properly to observe the health of children is inherent in its nature.

A general student clinic, free to all students, is conducted at the beginning of each semester. Examination of weight, posture, eyes, ears, nose, throat, and heart is made by specialists in the employ of the institution. As a consequence, many corrections are made that assure the progress and improve the health of students.

A general course in home and community hygiene is required of all students. Regular health inspection of all children in the Training School is conducted. Student teachers are trained to assist in these inspections.

Program of Courses For The Second Semester 1937

The second semester of the school year 1936-37 will open February 1. A varied and extensive program of academic and professional courses has been planned. The list of departmental offerings, which appears on the following pages, is as complete and accurate as it is possible for it to be made at the time this bulletin goes to press. On account of unexpected needs and demands it may be necessary to make a few minor changes before the opening of the semester. The institution reserves at all times the right to discontinue any course in which the enrollment is too small to justify its being offered.

Course offerings for the second semester:

AGRICULTURE:	Sem.	Hrs.
101 General Agriculture	2	2
102 Horticulture	2	2
111 Animal Husbandry II	2	2
115 Poultry I	2	2
208 Soil Physics and Fertility	2	2
210 Animal Husbandry III	2	2
212 Animal Husbandry IV	2	2
214 Animal Husbandry V	2	2
215 Poultry II	2	2
216 Bee Keeping	2	2
221 Farm Management and Accounting	2	2

ART:	Sem.	Hrs.
100 General Art (Public School)	2	2
101 General Art (Appreciation)	2	2
102 Art Education in the Elementary School	2	2
200 Drawing and Design	2	2
201 Drawing and Design	2	2
204 Drawing and Composition	2	2
202 Problems in Art Education	2	2

BIOLOGY:	Sem.	Hrs.
100 Hygiene and Sanitation	2	2
105 General Biology	2	2
114 Botany I	2	2
120 General Zoology	2	2
210 Agricultural Bacteriology	2	2
211 Household Bacteriology	2	2
215 Plant Pathology	2	2
222 Comparative Vertebrate Anatomy	2	2
225 Economic Entomology	2	2
227 Genetics and Eugenics	2	2
231 Physiology	2	2
305 Economic Botany	2	2

CHEMISTRY:	Sem.	Hrs.
100a, b General Chemistry	2	2
101a, b General Chemistry	2	2
201 Quantitative Analysis	2	2
302 Organic Chemistry	2	2
350 Physical Chemistry	2	2
351 Physical Chemistry	2	2

ECONOMICS AND SOCIOLOGY:	Sem.	Hrs.
101 Principles of Sociology	2	2
108 Rural Sociology	2	2
110 Modern Economic Life	2	2
190 Elements of Economics	2	2
201 Applied Economics	2	2
203 Economic History of United States	2	2
210 Social Problems	2	2
214 Commercial Law	2	2
290 Taxation and Public Finance	2	2
302 Methods in Social Science	2	2
305 Labor Problems in the United States	2	2
320 Principles of Accounting	2	2

EDUCATION:	Sem.	Hrs.
101 Directed Observation	2	2
102 Introduction to Psychology	2	2
103 Directed Teaching	2	2
111 Fundamentals of Elementary Education	2	2
212 Kindergarten—Primary Methods and Materials	2	2
213b Reading in Middle and Upper Grades	2	2
225 Essentials of High School Teaching	2	2
240 Educational Tests and Measurements	2	2
270 Elementary School Curriculum	2	2
302 Directed Teaching	2	2
304 Directed Teaching	2	2

324 Problems of the County Superintendent	2
329 Senior High School	2
356 Fundamentals of School Administration	2
365 Principles and Problems of Supervision	2
382 Philosophy of Education	2

ENGLISH:

101a Freshman English	2
101b Freshman English	2
102a Types of English Literature	2
102b Types of English Literature	2
103 Children's Literature	2
104 Types of American Literature	2
105 Fundamentals of Speech	2
203 Tennyson and Browning	2
204 Shakespeare	2
207b Advanced Play Production	2
207c Journalism	2
212 Interpretation	2
200 History of English Literature	2
301 Advanced Composition	2
302 English Language	2
303 Teaching English in High School	2
304 The Essay	2
307 Chaucer	2
308b Contemporary Literature	2
320 World Literature	2

GEOGRAPHY:

101 Principles of Geography	2
102 World Regional Geography	2
111 Earth's Features and Their Meaning	2
101 Geography in the Elementary School	2
212a, b Historical Geology	2
251 Geography of Kentucky	2
281 Geography of North America	2
283 Economic Geography of Europe	2
371 Conservation of Natural Resources	2

HISTORY:

100 American History	2
101 American History	2
102 European History	2
103 European History	2
210 English History	2
213 American State and Local Government	2
205b Foreign Governments	2
301 Sectional Conflict: Lower South, Civil War, and Reconstruction	2
302 Special Methods in History	2
305 The Reformation	2
206 Ancient Rome	2
314b American Foreign Relations	2

HOME ECONOMICS:

100 Foods I	2
101 Clothing I	2
102 Household Equipment	2
103 Applied Design I	2
107 Historic Design	2
108 Home Making Problems	2
200 Food Economics	2
203 House Design	2
206 Foods II	2
213 Applied Design II	2
217 Children's Clothing	2
300 Child Development	2
222 Dietetics	2
203 Clothing III	2
204 Home Management	2
306 Home Management House	2
308 Advanced Nutrition	2
312 Social and Family Relationships	2
318 Methods of Teaching Vocational Home Economics	2

INDUSTRIAL ARTS:

104 General Shop	2
107 General Metal Work	2
108 Cabinet Construction	2
112 Elements of Industrial Arts	2
200 House Planning and Construction	2
201b Farm Equipment	2
202 Furniture Design	2
204 Advanced Mechanical Drawing	2
205 Printing	2
202 Advanced Machine Woodwork	2
203 Organization of Industrial Arts	2

LATIN:

100b Elementary Latin	3
104 Virgil	3
108 Horace, Odes and Epodes	3
110 Latin Element in English	2
204 Teaching of Latin	3
206 Advanced Grammar and Composition	3
302 Roman Comedy	3

LIBRARY SCIENCE:

100 Use of the Library	1
201 Cataloging and Classification	2
204 Practice Work	2
305 Book Selection	2
306 Methods of Teaching the Use of Library	2
307 Children's Libraries and Literature	2

MATHEMATICS:

101 Teachers Arithmetic	3
102 College Algebra	4
103 Plane Trigonometry	3
104 Plane Surveying	3
105 Solid Geometry	2
106 Plane Analytic Geometry	3
204 Calculus I	5
205 Solid Analytic Geometry	2
303 Differential Equations	3

MILITARY SCIENCE:

100 First Year Military Science	1½
102 First Year Military Science	1½
104 Second Year Military Science	1½
106 Second Year Military Science	1½
201 Advanced Military Science	3
202 Advanced Military Science	3
301 Advanced Military Science	3
302 Advanced Military Science	3

MODERN LANGUAGES:

100 Elementary French	3
101 Elementary French	3
102 Intermediate French	3
103 Intermediate French	3
104 Intermediate French	3
105 Intermediate French	3
200 Phonetics	3
303 Survey of French Literature	3
102 Elementary German	5

MUSIC:

100 Theory of Music	2
101 Music Methods and Materials	2
102 Music Methods and Materials	2
104 Harmony	3
107 Sight Singing and Dictation	2
112 Junior Chorus	1
113 Girls Glee Club	1
114 (221) Men's Glee Club	1
118 Miscellaneous Applied Music	1
120 Advanced Band	1
121 Advanced Orchestra	1
204 Music Appreciation	3
211 Advanced Part Singing	2
212 College Chorus	1
222 Applied Music (Woodwind)	1
223 Applied Music (Brass)	1
301 Methods of Teach. Music in Jr. and Sr. High Schools	3
303 Community Singing	3
305 History of Music	3
308 Counterpoint	2
311b Conducting	3
312b Orchestration	2
315 Song Literature and Appreciation for Elementary Grades	2
316 (214) Advanced Harmony	3

PENMANSHIP:

101 Methods in Penmanship	2
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PHYSICAL EDUCATION:

100a Freshman Physical Education	½
100b Freshman Physical Education	½
103 Soccer	1
105 Elementary Folk Dancing	1
112 Tennis	1
114 Beginning Character Dancing	1
115 School Hygiene and Safety Education	2
116 Advanced Character Dancing	1
117 Advanced Folk & National Dancing	1
126 Wrestling	1
150a Sophomore Physical Education	½
150b Sophomore Physical Education	½
152 Games and Sports	1
154 Physical Education for Elem. Schools	2
208 Community Recreation and Playground Supervision	2
214 Baseball Coaching	1½
215 Coaching Track and Field Sports	1
252 Health and Physical Education for Secondary Schools	2

250 Methods of Teaching Health	2
308 Advanced Natural and Interpretative Dancing	1
320 Restricted and Corrective Phys. Educ.	2
355 Administration of Health and Phys. Educ.	2

PHYSICS:

100 Introduction to Physics	5
100a, b General Physics	5
101a, b General Physics	5
201 Magnetism and Electricity	5
303 Modern Physics	3

PSYCHOLOGY:

102 Introduction to Psychology	3
107 Educational Psychology	3
305 Psychology of Childhood	2
307 Social Psychology	2
319 Abnormal Psychology and Mental Hygiene	2

THE SPRING TERM

The spring term of the second semester will begin April 5, 1937. During this term opportunity will be provided for students to earn credits in practically all departments of the institution. During the term of nine weeks good students may earn eight or nine hours of college credit. The offerings of the various departments are listed below. A few additional courses will probably be added later.

AGRICULTURE:

101 General Agriculture	2
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ART:

100 General Art (Public School)	2
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BIOLOGY:

100 Hygiene and Sanitation	2
101 Nature Study	2
105 General Biology	5
110 Botany I	5
120 General Zoology	5

ECONOMICS AND SOCIOLOGY:

101 Principles of Sociology	3
108 Rural Sociology	3
110 Modern Economic Life	2
190 Elements of Economics	3

EDUCATION:

101 Directed Observation	2
103 Directed Teaching	3
210b Methods and Materials in Middle and Upper Grades	2
211 Problems of the Primary Teacher	2
213a Teaching of Primary Reading	3
235 Essentials of High School Teaching	3
241 Measurements in Secondary Schools	2
259 Administration and Supervision in Small School Systems	3
303 Directed Teaching	3
304 Directed Teaching	3
334 High School Curriculum	2

ENGLISH:

101a Freshman English	3
101b Freshman English	3
102b Types of English Literature	3
103 Children's Literature	3
300 History of English Literature	3
303 Teaching English in High School	3

GEOGRAPHY:

101 Principles of Geography	3
121 Elements of Meteorology and Climatology	5
191 Geography in the Elementary School	3
281 Geography of North America	3
314 Geography in the High School	3

HISTORY:

100 American History	3
102 European History	3
103 European History	3
219 The Articles of Confederation and the Constitution	3
304 National and International Problems	2

LATIN:

204 Teaching of Latin	3
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LIBRARY SCIENCE:

100 Use of the Library	1
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MATHEMATICS:

101 Teachers Arithmetic	3
102 College Algebra	4
103 Plane Trigonometry	3

MODERN LANGUAGES:

200 Phonetics	3
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MUSIC:

101 Music Methods and Materials	12
102 Music Methods and Materials	12

PENMANSHIP:

101 Methods in Penmanship	2
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PHYSICAL EDUCATION:

100a Freshman Physical Education	1
100b Freshman Physical Education	1
103 Soccer	1
112 Tennis	1
117 Advanced Folk and National Dancing	1
126 Wrestling	1
150a Sophomore Physical Education	1
150b Sophomore Physical Education	1
214 Baseball Coaching	1
215 Coaching Track and Field Sports	1

PSYCHOLOGY:

102 Introduction to Psychology	3
309 Psychology of Secondary School Subjects	2

SPECIAL INFORMATION FOR PROSPECTIVE STUDENTS

1. CURRICULA.

The curricula of Western Kentucky Teachers College have been planned for the training of teachers, administrators, and supervisors for various types of public school service in the state and also to give students an opportunity for acquiring a general higher education. Outlines of all curricula offered by the institution may be found on pages 13 to 19 of this bulletin. Students should have clearly in mind the opportunities and requirements of the various curricula leading to the different certificates and degrees before planning their courses of study. After students have determined their educational objectives and selected the curricula best suited to their needs, it is imperative that they follow the curricula outlined in order that they may have the proper sequence of courses and avoid conflicts and loss of credit. In making their schedules, students should always advise with some official of the institution or the head of the department in which they plan to do their major work.

2. STUDENT LOAD.

The normal load is sixteen semester hours per semester, and may not be exceeded by the average student. Freshmen entering for the first time will not be permitted to enroll for more than sixteen semester hours, exclusive of one-half hour in required physical education. Students whose previous records in the institution show an average of "B" will be permitted to carry a maximum of eighteen semester hours. The permission of the Committee on Entrance, Credits, and Graduation is required for all credit in excess of eighteen hours. Under no circumstances may a student earn more than twenty hours of credit in a single semester. The minimum that may be carried to satisfy residence requirements is twelve hours.

3. DIRECTED TEACHING.

The first course in Directed Teaching is scheduled as Education 103; the second course, Education 303; the third course, Education 304. In order to be eligible for enrollment in these courses students must have met the following minimum requirements:

a. For Directed Teaching 103:

1. The completion of at least 32 semester hours of college credit.

2. The completion of the following courses in education and psychology: Education 111, Fundamentals of Elementary Education; Education 101, Directed Observation; Psychology 102, Fundamentals of Psychology.

3. The satisfactory completion of English 101a and 101b.

4. The attainment, in all courses taken, of at least an average grade of "C".

b. For Directed Teaching 303:

1. The completion of a minimum total of 90 semester hours of college work.

2. The completion of at least two-thirds of the minimum requirements in the core curriculum and in the subject fields in which student teaching is done.

3. The completion of at least two-thirds of the required hours in education other than student teaching.

4. The satisfactory completion of the special methods course, or courses, required in the subject or grade to be taught.

5. The attainment of at least a scholastic standing of "1" or "C" in all courses for which the student has registered in the institution.

c. For Directed Teaching 304:

1. In addition to meeting prerequisites for Directed Teaching 303, students electing this course must be preparing for rural school work and must take the course in the Rural Demonstration School, concurrently with Education 303.

Students enrolling for either one of the courses in Directed Teaching must arrange to hold conferences with their critic teachers every Tuesday afternoon from 4:15 to 5:45.

4. QUALITY CREDITS.

Applicants for any certificate or bachelor's degree must have an average standing of at least "1" or "C". All students not making an average of "C" during a given semester or term will be placed on "probation" for the following term or semester. Those who do not make the required average during their term of probation will not be permitted to re-enter the institution the following semester, unless they are able to present to the management of the college a satisfactory reason why they should be permitted to continue.

5. PHYSICAL EDUCATION.

All freshmen and sophomores are required to enroll for one physical activity course each semester or term. A credit of one-half hour is allowed for each semester of this work, and may be taken in addition to the regular load to which the student is entitled. Students who are members of the Reserve Officers Training Corps, the College Band, the College Orchestra, or the freshman or varsity athletic teams may be excused from the required work in physical education during the period that they are actually engaged in the activities of any of the organizations named. Under no circumstances, however, will students be permitted to carry a load of more than one-half hour in excess of the regular load to which they are entitled.

6. FRESHMAN COURSES.

Freshmen will not be permitted to enroll for any professional courses during their first semester. They should register for English 101a and Physical Education 100a and complete their programs from the list of subjects required for the certificate or degree being sought. Students not planning to meet requirements for a certificate prior to graduation should, before arranging their schedules, consult the Dean of the College, the Registrar, or the Head of the Department

COLLEGE HEIGHTS HERALD IS FREE TO WESTERN STUDENTS

The College Heights Herald is delivered free of cost by carrier to every student enrolled in the college. The Herald is issued twice a month by student journalists under the direction of Miss Frances Richards of the English Department. Approximately four thousand copies are published at each issue and are delivered by carrier or mail to students, Alumni, and friends of the college. The business management of the College Heights Herald is under the direction of the Alumni Association.

in which they expect to major. The following subjects are open to freshmen but must be taken in the order indicated in the curriculum chosen by the student:

Agriculture 101
Art 100
Biology 100, 105
Chemistry 100a, b
Economics 110
Education 111
French 100, 101, or 103 (depending upon work done in high school).
Geography 101 or 102
History 100 or 102
Home Economics 100, 103, 105
Industrial Arts 104, 108, 111
Latin 100a, 103, 106
Mathematics 101 or 102
Library Science 100
Military Science 102
Music 100
Penmanship 101
Physics 100a, b
Physical Education 100a
Sociology 101, 108

7. JUNIOR AND SENIOR COLLEGE COURSES.

Courses numbered from 100 to 199 are open to freshmen and sophomores; courses numbered from 200 to 299 are open to juniors and seniors. Courses numbered 200 and above are not open to freshmen or sophomores, except that advanced sophomores may be admitted to courses numbered 200 to 299 inclusive, on the basis of a written statement from the head of a department indicating that the student has been accepted as a major in the department concerned, and has the other prerequisites for the course in question. Courses numbered 300 to 399 are open to juniors and seniors. Seniors with 96 hours of credit may not take for credit required courses with numbers below 200.

8. CERTIFICATE REQUIREMENTS.

General requirements for the various certificates are definitely stated in the curriculum outlines on another page of this bulletin. All students expecting to meet requirements for any of these certificates, either this year or at a later date, should have their schedules checked by the Registrar, in order to make certain they have enrolled for the necessary courses.

9. CALENDAR FOR REGISTRATION, ETC.

February 1, Monday—Registration for second semester.

February 2, Tuesday, 7:30—Class work begins.

February 8, Monday—Last day to register for full credit.

February 8, Monday—Last day on which students may change schedule.

February 13, Saturday—Last day on which a subject may be dropped without a grade by permission of the Registrar.

10. LABORATORY FEES.

In connection with certain courses in the departments listed below, a laboratory fee is charged. A list of the courses and the amount of the fees may be secured by consulting a representative of the department concerned. The names of the departments in which fees are required follow: Art, Agriculture, Biology, Chemistry, Education, Geography, Home Economics, Physics, Physical Education, and Psychology.

11. EXPLANATION OF ABBREVIATIONS.

Days of recitations are indicated by the initial letters of the days on which classes meet. The buildings are indicated as follows: Adm., Administration; H. E., Home Economics; I. A., Industrial Arts; Ky., Kentucky Building; Lib., Library; M. H., Music Hall; O. H., Ogden Hall; P. E., Physical Education; S. H., Snell Hall.

12. SCHEDULE CHANGES.

Before completing their registration, students should not fail to consult the Bulletin Board for any necessary changes that may have been made in the schedule, such as additions, eliminations, closed classes, etc. The institution reserves the privilege at all times of disbanding any course in which the enrollment is not sufficient to justify its continuation and to make any other adjustments that seem necessary.

Requirements for Admission to Western Teachers College

All applicants for admission should have official transcripts of records of school work sent direct to the Registrar of the college before entrance. Transcripts of credits submitted are not returned unless the candidate cannot be classified. Applicants for admission must also possess health, moral character, and intellectual capacity necessary to profit by the courses undertaken.

All applicants are admitted on one of the following bases:

I. TO FRESHMAN CLASS

Applicants for admission to the college department must present at least sixteen units of high school credits, three of which units shall be in English, one in Algebra, and one in Plane Geometry. In addition to the five basic units of English and mathematics, a sufficient number of units to make a total of sixteen must be offered from groups "A" and "B", except that not more than a total of four units may be offered from group "B".

GROUP A

ENGLISH	3 to 4
FOREIGN LANGUAGES:*	
French	1 to 3
German	1 to 3
Latin	1 to 4
Spanish	1 to 3
SOCIAL SCIENCES:	
History	1 to 3
Civics	$\frac{1}{2}$
Political Economy	1
Sociology	1
Education	1
MATHEMATICS:	
Advanced Algebra	1
Solid Geometry	$\frac{1}{2}$
Trigonometry	$\frac{1}{2}$
Adv. Arithmetic	$\frac{1}{2}$

SCIENCE:

Biology	1 1/2	
Botany	1 1/2	
Chemistry	1 1/2	to 1
General Science	1 1/2	to 1
Geology	1 1/2	to 1
Physics	1 1/2	to 1
Physical Geography	1 1/2	to 1
Physiology and Hygiene	1 1/2	to 1
Zoology	1 1/2	to 1

* Not less than 1 unit of foreign language accepted.

GROUP B

**Agriculture	1 1/2	to 3
Bookkeeping	1 1/2	to 1
Commercial Law	1 1/2	
Commercial Arithmetic	1 1/2	
Commercial Geography	1 1/2	
Drawing (Freehand)	1 1/2	to 1
Drawing (Mechanical)	1 1/2	to 1
**Home Economics	1 1/2	to 3
Shop Work	1 1/2	to 2
Music	1 1/2	to 1
Shorthand	1 1/2	to 1

** Not more than 1 unit will be accepted in any one subject.

Only students who hold certificates of graduation from accredited high schools will be admitted unconditionally and without examination. Students presenting certificates of graduation from non-accredited high schools will be required to validate, by examination, credit in the following subjects: Plane Geometry, Algebra, English, and two subjects representing one unit of credit each to be selected by the students.

II. TO ADVANCED STANDING

Students entering this institution with credits earned in other institutions of collegiate rank will be given advanced standing according to the amount and character of credit presented. A transcript of credits must be mailed by the Registrar of the institution in which the credits were earned to the Registrar of this institution.

Credits presented from non-accredited schools may be accepted when validated through advanced work in the subject or subjects for which credit is sought, or through examination, or through both advanced work and examination.

III. TO STANDING AS SPECIAL STUDENTS

Students who are not candidates for any certificate or degree conferred by this institution may enter to pursue special courses, on payment of regular fees and with the consent of the heads of the department in charge of the courses desired. All such students shall show themselves capable of profiting by the courses they desire to pursue.

Students who desire to earn credit in special courses pursued shall meet all conditions required of other students. This institution will not confer any degree on any special student, except when all degree requirements are met.

Persons twenty-one years of age or over who are not graduates of standard high schools may, at the discretion of the Committee on Entrance, Credits, and Graduation, be admitted as special adult students, without examination, to any of the classes below the sophomore year. In such cases, however, all requirements must be satisfied before any certificate or degree is granted.

REGISTRATION

Registration will be held at the beginning of each semester, the spring term, and the summer session. All registration is in person. All students desiring to enter the institution should report to the Registrar on entering to receive registration blanks and instructions.

Early registration is desirable. No reservations in classes can be held for late entrants.

Late registration is permitted of persons who have been unavoidably delayed in entering. Permission of the Registrar and the head of the department concerned is

required. The student load will be governed according to the date of entrance. No one may enter for credit after one-fifth of a semester or term has expired.

High school principals should send in advance an official transcript of high school credits for all freshmen expecting to enter the institution.

DEGREES

The Western Kentucky State Teachers College confers two degrees, the Bachelor of Arts and the Bachelor of Science, according to the curriculum selected.

The Baccalaureate degree is conferred upon candidates who complete one of the four-year curricula with a minimum residence of 36 weeks, during which at least 32 semester hours of credit must be earned. A minimum total credit of 128 semester hours of prescribed and elective work with an average grade of "C" or above is required.

Candidates for the baccalaureate degree must present credit in courses numbered 200 and above equal to at least one-half of the semester hours required for the major, not less than one-third of the semester hours required for the minors, and at least one-third of the total credits required for the degree.

All candidates for the degree must spend the final semester in residence regardless of the number of years of residence work done in this or some other institution. For outlines of the curricula offered by the institution see pages 13 to 19 of this bulletin.

Listed below are the fields of study in which majors may be completed:

Agriculture	English
Art	French
Biology	Geography
Chemistry	History and Government
Education	Home Economics
Early Elementary	Industrial Arts
Later Elementary	Latin
Rural	Mathematics
Administration and Supervision	Music
Economics and Sociology	Physical Education
	Physics

Minors are available in all the departments listed above and also in Library Science.

NEW COURSES OFFERED BY EXTENSION DEPARTMENT

One-fourth of the total amount of work required for the issuance of a certificate may be done by correspondence or in study centers.

One-half of the work required for the renewal of a certificate may be done by correspondence or in study centers.

One-fourth of the total amount of work required for a degree may be done by correspondence or in study centers, provided that not more than one-half of the work required in any one department is taken in this way.

NEW COURSES IN CORRESPONDENCE STUDY RECENTLY ADDED

Educational Psychology	107
Junior High School	231
Secondary Education	330
Rural School Supervision	264
Recent American History	101
French	102
Survey of English Literature	102B
Survey of the Drama	210A
History of Theatre	211
Wordsworth	315

CURRICULA

The curricula of Western Kentucky Teachers College have been planned for the training of teachers, administrators, and supervisors for various types of public school service in the state, and also to give students an opportunity for acquiring a general higher education.

All professional curricula have been made to conform with requirements set up by the Council on Public Higher Education and approved by the State Board of Education for the training of teachers and administrators for the schools of Kentucky.

On the following pages are outlined the requirements for the various curricula offered by the institution with the degree and certificate to which each lead indicated.

CHANGES IN COURSE REQUIREMENTS

The institution reserves the right to make such changes or revisions in the course requirements of the various curricula as may seem desirable or necessary; provided, of course that such changes do not violate the standards and requirements prescribed by the state.

I. Two-Year Curriculum for Elementary Teachers.

Leading to the Provisional Elementary Certificate

This certificate is issued on sixty-four semester hours of prescribed and elective work, is valid for three years in any elementary school of the state, and subject to renewal. Following are the minimum course requirements for this certificate:

EDUCATION:	Sem. Hrs.
102 Introduction to Psychology	3
111 Fundamentals of Elementary Education	5
101 Directed Observation	2
103 Directed Teaching	3
Minimum in Education	13
ENGLISH:	
101a Freshman English	3
101b Freshman English	3
102 Types of English Literature, or	3
104 American Literature	3
103 Children's Literature	3
Minimum in English	12
SOCIAL SCIENCE:	
100 American History and Government	3
101 American History and Government	3
Minimum in Social Science	6
GEOGRAPHY:	
101 Principles of Geography—Minimum	3
MUSIC:	
100 Rote Songs and Theory (P. S.)—Minimum	2
ART:	
100 General Art (P. S.)—Minimum	2
MATHEMATICS:	
101 Teachers Arithmetic—Minimum	3

HEALTH AND PHYSICAL EDUCATION:

100 Hygiene and Sanitation	2
100a, b Freshman Physical Education	1
150a, b Sophomore Physical Education	1
Minimum Health and Physical Education	4

SCIENCE:

A minimum of one five-hour course to be selected from	
Biology, Chemistry, Geology, or Physics	5

RESTRICTED ELECTIVES:

One of the following:	
101 General Agriculture, or	2
108 Home Making Problems, or	2
112 Elements of Industrial Arts, or	2
108 Rural Sociology, or	3
101 Principles of Sociology	3
Minimum Restricted Electives	2
Required Courses	52
General Electives	12
Total	64

Note.—Penmanship is strongly recommended.

II. Four-Year Curriculum for the Training of Elementary Teachers.

Leading to the Bachelor of Science Degree and the Standard Elementary Certificate

The Standard Elementary Certificate is valid for four years in the elementary schools of the state and may be renewed. The minimum course requirements for this certificate and the Bachelor of Science degree are as follows:

EDUCATION:

102 Introduction to Psychology	3
111 Fundamentals of Elementary Education	5
101 Directed Observation	2
103 Directed Teaching	3
303 Directed Teaching	3
240 Educational Tests and Measurements	2
213a The Teaching of Primary Reading, or	3
213b The Teaching of Reading in the Middle and	
Upper Grades	3
305 Psychology of Childhood	2
107 Educational Psychology	3
270 Elementary School Curriculum	3

RESTRICTED ELECTIVES IN ELEMENTARY EDUCATION:

a. Select four hours from the following:	
211 Problems of the Primary Teacher	2
212 Kindergarten Primary Methods and Materials	2
210a Methods and Materials in Middle and Upper Grades	2
210b Methods and Materials in Middle and Upper Grades	2
b. Select three hours from the following:	
280 General History of Education	3
380 History and Philosophy of Education in America	3
382 Philosophy of Education	3
384 Modern European Educational Systems	3
Minimum in Education	36

Note.—On the approval of the Dean of the College and the head of the Department of Education, six semester hours in administration and supervision may be substituted for certain courses in elementary education by those who desire to qualify for administrative positions.

ENGLISH:

101a Freshman English	3
101b Freshman English	3
102b Types of English Literature	3
104 American Literature, or 102a, Types of English Literature, or 105, Fundamentals of Speech, or 209, Teaching Language in the Grades, or 203a, Beginning Play Production	3
103 Children's Literature	3
Minimum in English	15

SOCIAL SCIENCE:

100 American History and Government	3
101 American History and Government	3
108 Rural Sociology, or	3
101 Principles of Sociology	3
Elective—History, Government, Sociology, or Economics	6
Minimum Social Science	15

MATHEMATICS:

101 Teachers Arithmetic—Minimum	3
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GEOGRAPHY:

101 Principles of Geography	3
191 Geography in the Elementary School	3
Minimum in Geography	6

ART:

100 General Art (Public School)	2
102 Art Education in the Elementary School	3
Minimum in Art	5

MUSIC:

100 Rote Songs and Theory (Public School)	2
101 Music Methods and Materials for Primary Grades, or	2
102 Music Methods and Materials for Intermediate Grades	2
Minimum in Music	4

HEALTH AND PHYSICAL EDUCATION:

100 Hygiene and Sanitation	2
100a, b Freshman Physical Education	1
150a, b Sophomore Physical Education	1
Minimum in Health and Physical Educ.	4

SCIENCE:

A minimum of twelve hours selected from Biology, Chemistry, Geology, and Physics. Ten of the twelve hours must be earned in courses carrying a credit of five hours each. All students completing this curriculum are required to have at least five hours in Biology

PENMANSHIP:

101 Penmanship	2
General Electives	26
Total hours required	128

Note 1.—Students electing this curriculum and desiring to receive the Bachelor of Arts instead of the Bachelor of Science degree will complete the minimum institutional requirements in foreign language or mathematics in addition to the requirements outlined above.

Note 2.—On the approval of the Dean of the College and the Head of the Department of Education, six hours in administration and supervision may be substituted for certain courses in elementary education by those who desire to qualify for administrative positions.

III. General Four-Year Curriculum for the Training of High School Teachers.

Leading to the Bachelor of Arts or Bachelor of Science Degree and the Provisional High School Certificate

The Provisional High School Certificate is valid in any public high school of the state for four years and may be reissued or renewed. The general requirements for the bachelor's degree and this certificate are as follows:

ENGLISH:	Sem. Hrs.
101a Freshman English	3
101b Freshman English	3
102a Types of English Literature	3
104 American Literature, or	3
102a Types of English Literature, or	3
105 Fundamentals of Speech, or	3
209 Teaching Language in the Grades, or	3
203a Beginning Play Production	3
Minimum in English	12

SCIENCE:

A minimum of twelve hours selected from Biology, Chemistry, Geology, Physics. Ten of the twelve hours must be earned in courses carrying a credit of five hours each

SOCIAL SCIENCE:

Selected from the following: History, Government, Economics, Sociology.

Minimum in Social Science

Note.—At least six of the twelve hours in Social Science must be earned in one field.

Mathematics, or Foreign Language

If Mathematics is selected, the following are required:

102 College Algebra	4
103 Plane Trigonometry	3

Minimum in Mathematics

If Foreign Language is elected, the minimum is

Note.—The required credits in Foreign Language may be earned in Latin, French, German. The number of hours in Foreign Language required is determined by the number of high school units submitted for admission. If three units or more of a foreign language are offered for admission, six semester hours in the same language will be required; if two units of a foreign language are offered for admission, nine semester hours in the same language will be required; if one unit or less of a foreign language is offered for admission, twelve semester hours in one language will be required. All college credits earned in foreign language must be in courses above the level of those completed in high school and submitted in partial fulfillment of requirements for admission to the institution.

HEALTH AND PHYSICAL EDUCATION:

100 Hygiene and Sanitation	2
Physical Education	1

Minimum in Health and Physical Education

EDUCATION:

102 Introduction to Psychology	3
103 Directed Teaching	3
235 Essentials of High School Teaching	3
303 Directed Teaching	3

Note.—At least three hours of Directed Teaching must be done in secondary school subjects.

RESTRICTED ELECTIVES IN EDUCATION:

a. Six hours in secondary education must be selected from the following:

200 Survey of Secondary Education	3
231 Junior High School	2
241 Measurements in Secondary School	2
306 Psychology of Adolescence	2
309 Psychology of Secondary School Subjects	2
330 Senior High School	2
332 Extra Curricular Activities	2
336 Guidance in Secondary Schools	2

Minimum in Education

Total Departmental Requirements	59-64
Electives	64-69

Total for the Degree and the Certificate

Note.—See page 12 of this bulletin for a list of departments in which majors and minors are available.

MOTHER'S DAY TO BE OBSERVED

For the past eleven years one of the most interesting programs given annually on College Heights has been the one in celebration of Mother's Day. This event occurs early in May, and many mothers of students find it possible to spend the day with their children and enjoy the hospitality of College Heights. Last year more than two hundred mothers were present. The program was arranged and given under the direction of Mr. J. R. Whitmer, faculty sponsor since the inauguration of this special day. The various clubs of Western provide a flower for every mother present, a beautiful individual bouquet for the youngest and the oldest mothers present, one for her who comes from the most distant point, and another to the one who at that time has the largest number of children registered at the college.

In the evening a musical program by the orchestra and a delightful play by the dramatic club are presented in compliment to the guests.

Second Annual Dad's Day Program Given



In the above picture taken on the steps of VanMeter Hall are many "Dads" who were on College Heights on October 3 for the second annual observance of "Dad's Day". Mr. W. P. King, secretary of the Kentucky Education Association, was the principal speaker at the morning chapel rally. Dean F. C. Grise delivered the welcoming address and the response was given by the Reverend Baxter W. Napier. A banquet in honor of the visiting fathers took place at noon with Dr. M. C. Ford presiding as toastmaster. In the afternoon the "Dads" were guests of Western at the football game between the Hilltoppers and Tennessee Polytechnic Institute.

IV. Special Four-Year Curriculum for the Training of High School Teachers of Agriculture and Home Economics.

Leading to the Provisional High School Certificate and Bachelor of Science Degree

A student completing either of the following special curricula including the requirements in Secondary Education listed below will be entitled to the Bachelor of Science degree and the Provisional High School Certificate.

1. Curriculum for the Training of Teachers of Home Economics in Smith-Hughes High Schools and leading to the Bachelor of Science Degree. See catalog, pages 83-84 for complete outline of requirements.
2. Curriculum for the Training of Teachers of Agriculture in Smith-Hughes High Schools and leading to the Bachelor of Science Degree. See catalog, pages 82-83 for complete outline of this curriculum.
3. Requirements in Secondary Education: Sem. Hrs.

102 Principles of Psychology	3
235 Essentials of High School Teaching	3
103 Directed Teaching	3
303 Directed Teaching	3

Restricted Electives, six hours from the following:

200 Survey of Secondary Education	3
241 Measurements in Secondary Schools	2
332 Extra Curricular Activities	2
336 Guidance in Secondary Schools	2
330 Senior High School	2
231 Junior High School	2
Minimum in Secondary Education	18

V. Curriculum for Administrators and Supervisors

Leading to the Provisional Certificate in Administration and Supervision

Students may complete a major in administration and supervision in conjunction with either the curriculum leading to the Standard Elementary certificate, or the curriculum leading to the Provisional High School certificate.

To complete a major in administration and supervision based upon the curriculum leading to the Standard Elementary certificate the following courses are required: Education 102, 111, 101, 103, 107, 213a, or 213b, 280 or 380 or 382 or 384, 303, 305, six hours from courses in secondary education, and nine hours from courses in administration and supervision. In addition, students must offer Economics 200 and 300. The selections mentioned above must be made upon the advice and with the consent of the head of the Department of Education, and should be made not later than the beginning of the junior year.

A major in administration and supervision leading to the Provisional certificate in Administration and Supervision may be completed by those already holding a 64-hour certificate or its equivalent. In taking this route the student satisfies the requirements for an academic major of 24 hours, with two teaching fields of 18 hours each, or, the student completes the requirements for a field of concentration of at least 48 hours. Information

A GOOD ALUMNUS

No school is worth the effort it takes to keep it going unless the spirit and ideals of the school live on in the lives of its graduates.

A good alumnus is one who has developed his talents while a student at his alma mater to the point where he is able to carry on his education in whatever life's activity he has chosen to work.

A good alumnus then is one who looks upon his college with respect, because in that institution he discovered his better self.

A good alumnus has a twofold responsibility. He must keep bringing his education up-to-date, and he must show undying loyalty to the institution that gave him his working tools for his life's work.

A good alumnus will do all within his power to carry on the traditions and ideals of his institution.

A good alumnus will not only join his Alumni Association but he will "stay joined" through the years, in order that he and others of his kind may in a united effort accomplish that which no single individual could accomplish.

Service quickens life. Not the service of a slave, but the service of a freeman. The house wherein one spent his childhood is sacred in his memory; the trees one played under; the spring one drank from; the lawns one scampered over; the college where one caught a glimpse of life's high purposes are one and all sacred to the memory.

A good alumnus will not lose an opportunity to give an unselfish service to the institution that started him on his way.

concerning the specific requirements in either case should be obtained from the head of the Department of Education.

To complete a joint major in administration and supervision and in some academic field, the student must, in addition to the requirements in Education, satisfy the requirements for an academic major of 24 hours and for two teaching fields of 18 hours each. Upon completion of this course the student will be issued the provisional certificate in Administration and Supervision. Requirements should be checked with the head of the Department of Education.

Students may satisfy the requirements by any one of the three routes mentioned above without offering in excess of 128 hours, providing he acquaints himself with these requirements and follows his schedule closely. In all cases it is imperative that the prospective major in administration make his selection upon the advice and with the guidance of the head of the Department of Education who will be prepared to offer suggestions either by letter or through personal conference.

VI. Curriculum Leading to Attendance Officers' Certificates.

Any curriculum leading to teachers' certificates will qualify the applicant to receive an attendance officer's certificate provided such curriculum includes Education 358, Pupil Accounting—three hours.

VII. Four-Year Arts and Science Curriculum.

Leading to the Baccalaureate Degree Without Privilege of Certification

PURPOSE

The Arts and Science Curriculum has been organized for the purpose of providing college training for those persons who do not desire to enter the teaching profession. It is designed to provide opportunity for contacts with a variety of fields of knowledge considered necessary for general culture, and also to give an opportunity for special study in the field of the student's major interest.

Students desiring a general college training, and also those wanting to complete pre-professional requirements for entrance into technical and professional schools will find this curriculum adapted to their individual needs.

The completion of this curriculum does not carry with it the privilege of certification to teach in the public schools of the state.

DEGREES

On the successful completion of the Arts and Science Curriculum a student may receive the Bachelor of Arts or the Bachelor of Science degree according to his field of specialization. With the exception of Education, majors and minors may be completed in any department listed on page 13 of this bulletin.

COURSE REQUIREMENTS FOR THE ARTS AND SCIENCE CURRICULUM

	Sem. Hrs.
ENGLISH	12
English 101a, Freshman English	3
English 101b, Freshman English	3
English 102, Types of English Literature	3
Elective	3
FOREIGN LANGUAGE (Latin, French, German)	12
MATHEMATICS	7
Math. 102, College Algebra	4
Math. 103, Trigonometry	3
HEALTH AND PHYSICAL EDUCATION	2
SOCIAL SCIENCE	12
History 102, Europe, 1700-1800	3
History 100, American History, 1789-1876	3
Elective (History, Government, Economics, Sociology, and Human Geography)	6

Note.—The six hours of elective work must be taken in one department.

SCIENCE	12
Elective (Chemistry, Physics, Biology, or Science Geography)	12

Note.—Ten of the twelve hours must be composed of two five-hour courses in one or more departments.

MAJOR	24 to 34
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A major of not less than twenty-four nor more than thirty-four semester hours in one department of study, at least one-half of which are of senior college rank, is required. The major must be chosen by the end of the sophomore year and recorded with the Registrar.

MINOR	18
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A minor of at least eighteen semester hours in a department of study different from the major must be chosen with the consent of the heads of the departments concerned. At least six hours must be of senior college rank.

Unless otherwise specified in the course descriptions, required courses will count toward satisfying major, minor, and general institutional requirements.

Not more than a total of eight semester hours of credit will be allowed for physical education, military science, music, and art in fulfillment of requirements for the Bachelor's degree, except in case of students majoring or minor-ing in the departments named.

The requirements as regard residence, scholarship and senior college credit are identical with those of all other four-year curricula offered by the institution. Students taking the Arts and Science curriculum will be expected to follow in detail the outline given in the College Catalog.

Note.—See page 12 of this bulletin for a list of departments in which majors and minors are available.

Music Curricula.

Western Teachers College offers four curricula in the field of music. A list and brief interpretation of these follow:

1. **Public School Music Curriculum.** This curriculum is designed for those desiring to prepare for teaching music in the public schools. Emphasis is placed on the school music phase of the subject. This curriculum also provides training in at least one academic minor.
2. **Applied Music Curriculum.** This curriculum provides an opportunity for specialization in instrumental music, a minor in public school music, and a minor in some academic field.
3. **Curriculum leading to the Bachelor of Science in Music.** This curriculum offers opportunities for those who desire to teach music only in the public schools.

Detailed outlines by semester and years may be found on the following pages of this bulletin.

VIII. Public School Music Curriculum.

Leading to the Bachelor of Arts and the Provisional High School Certificate

This curriculum includes all of the requirements in the General Curriculum for the Training of High School Teachers and, in addition thereto, a few special requirements necessary for the training of teachers and supervisors of music. This curriculum provides for a major in Public School Music, and a minor in Applied Music.

Students completing this curriculum will follow in detail the sequence of courses indicated. Any departure from this outline will result in conflict of courses and possible loss of time and credit.

FRESHMAN YEAR

FIRST SEMESTER:

English 101a, Freshman English	3 hrs.
¹ Foreign Language, or Mathematics	3 hrs.
Music 103, Harmony	3 hrs.
Applied Music	1 hr.
Biology 100, Hygiene and Sanitation, or	2 hrs.
Elective	3 hrs.
Physical Education 100a, Freshman Physical Educa. ..	1/2 hr.
² Social Science (History, Government, Sociology, or ..	3 hrs.
Economics)	

16 1/2 hrs.

SECOND SEMESTER:

English 101b, Freshman English	3 hrs.
¹ Foreign Language, or Mathematics	3 hrs.
Music 101, Music Methods and Materials for Primary ..	2 hrs.
Grades	3 hrs.
Music 104, Harmony	2 hrs.
Music 106, Sight Singing and Dictation	1 hr.
Applied Music	1/2 hr.
Physical Education 100b, Freshman Physical Educa. ..	1/2 hr.
² Social Science (History, Government, Sociology, or ..	3 hrs.
Economics)	

17 1/2 hrs.

SOPHOMORE YEAR

FIRST SEMESTER:

English 102b, Types of English Literature	3 hrs.
¹ Foreign Language, or Elective	3 hrs.
Music 107, Sight Singing and Dictation	2 hrs.
Music 213, Harmony	3 hrs.
Physical Education 150a, Sophomore Physical Educa- ..	1/2 hr.
tion	
² Social Science (History, Government, Sociology, or ..	3 hrs.
Economics)	2 hrs.
Science	

16 1/2 hrs.

SECOND SEMESTER:

English 104, American Literature, or ..	
102a, Types of English Literature, or ..	
105, Fundamentals of Speech, or ..	
209, Teaching Language in the Grades, or ..	
203a, Beginning Play Production	3 hrs.
¹ Foreign Language, or Elective	3 hrs.
Music 102, Intermediate Methods	2 hrs.

Music (Elective)	2 hrs.
Physical Education 150b, Sophomore Physical Educa- ..	1/2 hr.
tion	
Psychology 102, Introduction to Psychology	3 hrs.
Social Science (History, Government, Sociology, or ..	3 hrs.
Economics)	

16 1/2 hrs.

JUNIOR YEAR

FIRST SEMESTER:

Education 235, Essentials of High School Teaching ...	3 hrs.
Music 210, Sight Singing and Dictation	2 hrs.
Music 300, Supervision of Music in Grades	3 hrs.
Music 311a, Function and Technology of Orchestral ..	2 hrs.
Instruments	5 hrs.
Science (Biology, Physics, Chemistry, or Geology) ...	2 hrs.
² Secondary Education	

17 hrs.

SECOND SEMESTER:

² Secondary Education (Elective)	2 hrs.
Music 204, Music Appreciation	3 hrs.
Music 301, Methods of Teaching Music in High School ..	3 hrs.
Music 311b, Methods of Organizing and Conducting ..	3 hrs.
Glee Clubs, Bands, and Orchestras	3 hrs.
Science (Biology, Physics, Chemistry, or Geology) ...	5 hrs.

16 hrs.

SENIOR YEAR

FIRST SEMESTER:

Education 103, Directed Teaching	3 hrs.
² Secondary Education (Elective)	2 hrs.
Music 307, Counterpoint	2 hrs.
Music 312a, Orchestration and Composition	3 hrs.
Music 317, Class Piano Methods	2 hrs.
Music (Elective)	3 hrs.

15 hrs.

SECOND SEMESTER:

Education 303, Directed Teaching in Public School ..	3 hrs.
Music	2 hrs.
Music 315, Song Literature and Appreciation	3 hrs.
Music 305, History of Music	1 hr.
Applied Music	5 hrs.
⁴ Elective	

14 hrs.

¹ The required credits in Foreign Language may be earned in Latin, French, or German. The number of hours in Foreign Language required is determined by the number of high school units submitted for admission. If three units or more of a Foreign Language are offered for admission, six semester hours in the same language will be required; if two units of a Foreign Language are offered for admission, nine semester hours in the same language will be required; if one unit or less of a Foreign Language is offered for admission, twelve semester hours in one language will be required. All college credits earned in Foreign Language must be in courses above the level of those completed in high school and submitted in partial fulfillment of requirements for admission to the institution.

² At least six of the twelve hours in Social Science must be earned in one field.

³ At least six hours in Secondary Education must be selected from the following:

200 Survey of Secondary Education	3 hrs.
231 Junior High School	2 hrs.
241 Measurements in Secondary Education	2 hrs.
306 Psychology of Adolescence	2 hrs.
309 Psychology of Secondary Subject	2 hrs.
330 Senior High School	2 hrs.
332 Extra-Curricular Activities	2 hrs.
336 Guidance in Secondary School	2 hrs.

⁴ Students completing this curriculum must use electives in partial fulfillment of the requirements for an academic minor of not less than eighteen hours.

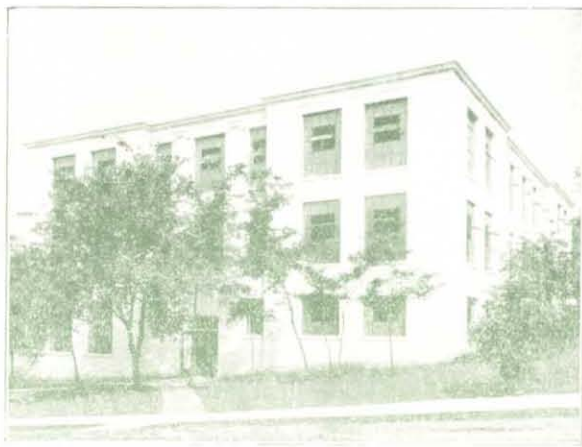
Note: Majors in Public School Music who are interested in securing the Provisional Certificate in Administration and Supervision should consult the Registrar or the Dean of the College.

IX. Applied Music Curriculum.

Leading to the Bachelor of Arts Degree and the Provisional High School Certificate

This curriculum includes all of the requirements in the General Curriculum for the Training of High School Teachers, and, in addition thereto, a few special requirements necessary for the training of teachers and supervisors of music. This curriculum provides for a major in Applied Music, and a minor in Public School Music.

Students completing this curriculum will follow in de-



INDUSTRIAL ARTS BUILDING

tail the sequence of courses indicated. Any departure from this outline will result in conflict of courses and possible loss of time and credit.

FRESHMAN YEAR

FIRST SEMESTER:	
English 101a, Freshman English	3 hrs.
¹ Foreign Language, or Mathematics	3 hrs.
Music 100, Theory of Music (Public School)	1 hr.
Music 105, Sight Singing and Dictation	2 hrs.
Music 150, Applied Music (Major Instrument)	2 hrs.
Physical Education 100a, Freshman Physical Education	1½ hr.
² Social Science (History, Government, Sociology, or Economics)	3 hrs.
15½ hrs.	
SECOND SEMESTER:	
English 101b, Freshman English	3 hrs.
¹ Foreign Language, or Mathematics	3 hrs.
Music 103, Harmony	3 hrs.
Music 151, Applied Music (Major Instrument)	1 hr.
Music (Elective)	3 hrs.
Physical Education 100b, Freshman Physical Education	1½ hr.
² Social Science (History, Government, Sociology, or Economics)	3 hrs.
16½ hrs.	

SOPHOMORE YEAR

FIRST SEMESTER:	
English 102b, Types of English Literature	3 hrs.
¹ Foreign Language, or Elective	3 hrs.
Music 104, Harmony	3 hrs.
Music 152, Applied Music (Major Instrument)	1 hr.
Music (Elective)	3 hrs.
Physical Education 150a, Sophomore Physical Education	1½ hr.
² Social Science (History, Government, Sociology, or Economics)	3 hrs.
16½ hrs.	
SECOND SEMESTER:	
English 104, American Literature, or 102a, Types of English Literature, or 105, Fundamentals of Speech, or 209, Teaching Language in the Grades, or 203a, Beginning Play Production	3 hrs.
¹ Foreign Language, or Elective	3 hrs.
Music 153, Applied Music (Major Instrument)	1 hr.
Music 213, Harmony	3 hrs.
Physical Education 150a, Sophomore Physical Education	1½ hr.
Psychology 102, Introduction to Psychology	3 hrs.
² Social Science (History, Government, Sociology, or Economics)	3 hrs.
16½ hrs.	

JUNIOR YEAR

FIRST SEMESTER:	
Education 235, Essentials of High School Teaching	3 hrs.
Music 250, Applied Music (Major Instrument)	1 hr.
Music 222, Applied Music (Woodwind)	1 hr.
Music 311a, Functions and Technology of Instruments	2 hrs.

Applied Music (Elective)	1 hr.
Science (Biology, Physics, Chemistry, or Geology)	5 hrs.
¹ Elective	3 hrs.
16 hrs.	

SECOND SEMESTER:

Music 251, Applied Music (Major Instrument)	1 hr.
Music 223, Applied Music (Brass)	1 hr.
Music 210, Sight Singing and Dictation	2 hrs.
Music 307, Counterpoint	2 hrs.
Music (Elective)	1 hr.
Science (Biology, Physics, Chemistry, or Geology)	5 hrs.
² Secondary Education	4 hrs.
16 hrs.	

SENIOR YEAR

FIRST SEMESTER:

Education 302, Directed Teaching	3 hrs.
Music 291, Music Appreciation	3 hrs.
Music 224, Applied Music (Percussion)	1 hr.
Music 312a, Orchestration and Composition	2 hrs.
Music 250, Applied Music (Major Instrument)	2 hrs.
Psychology 206, Psychology of Adolescence	2 hrs.
Science	5 hrs.
15 hrs.	

SECOND SEMESTER:

Education 302, Directed Teaching in Applied Music	3 hrs.
Music 251, Applied Music (String)	1 hr.
Music 305, History of Music	3 hrs.
Music 311b, Methods of Organizing and Conducting Glee Clubs, Band, and Orchestra	3 hrs.
Music 251, Applied Music (Major Instrument)	2 hrs.
Music 313, Instrumental Form and Analysis	2 hrs.
14 hrs.	

¹ The required credits in Foreign Language may be earned in Latin, French, or German. The number of hours in Foreign Language required is determined by the number of high school units submitted for admission. If three units or more of a Foreign Language are offered for admission, six semester hours in the same language will be required; if two units of a Foreign Language are offered for admission, nine semester hours in the same language will be required; if one unit or less of a Foreign Language is offered for admission, twelve semester hours in one language will be required. All college credits earned in Foreign Language must be in courses above the level of those completed in high school and submitted in partial fulfillment of requirements for admission to the institution.

² At least six of the twelve hours in Social Science must be earned in one field.

³ At least six hours in Secondary Education must be selected from the following:

200 Survey of Secondary Education	3 hrs.
231 Junior High School	2 hrs.
241 Measurements in Secondary Education	2 hrs.
306 Psychology of Adolescence	2 hrs.
329 Psychology of Secondary Subject	2 hrs.
330 Senior High School	2 hrs.
332 Extra-Curricular Activities	2 hrs.
335 Guidance in Secondary School	2 hrs.

⁴ Students completing this curriculum must use electives in partial fulfillment of the requirements for an academic minor of not less than eighteen hours.

Note.—Students completing the curriculum in Applied Music and interested in securing both the Provisional High School certificate and the Provisional Certificate in Administration and Supervision should consult the Registrar or the Dean of the College concerning additional requirements.

X. Curriculum Leading to the Bachelor of Science in Music and the Provisional High School Certificate.

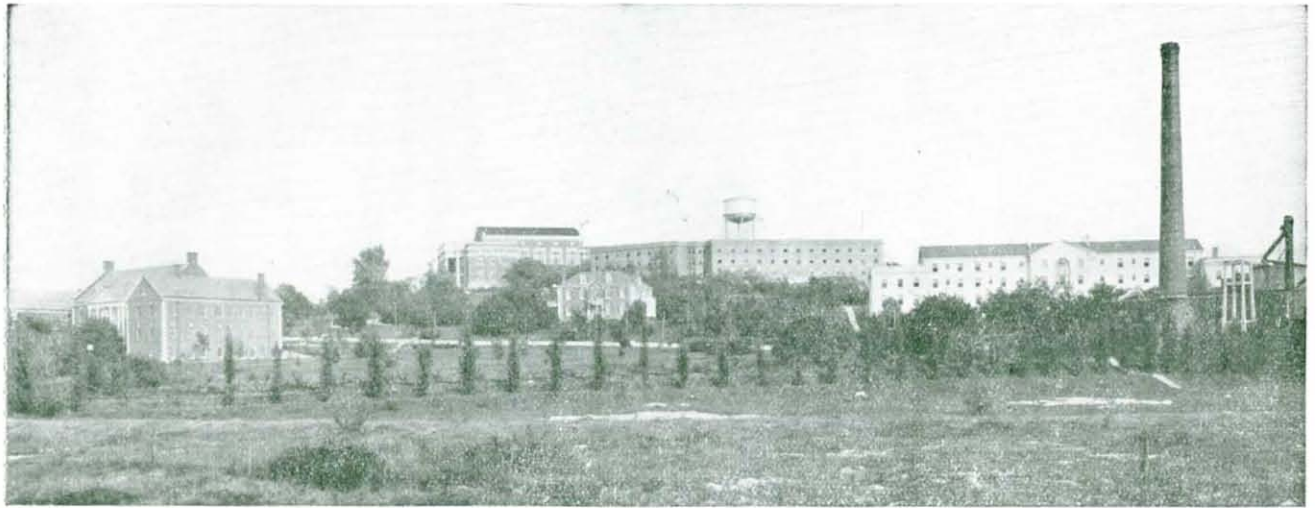
FRESHMAN YEAR

FIRST SEMESTER:	
Music 150, Applied Music Major	3 hrs.
Music 150b, Practice	1 hr.
Music 100, Fundamentals and Theory of Music	2 hrs.
Music 103, Harmony	3 hrs.
Music 112a, Chorus	1 hr.
English 101a, Freshman English	3 hrs.
Music 118, Miscellaneous Applied Music	1 hr.
Music 119a, Intermediate Band	1 hr.
Music Elective	2 hrs.
17 hrs.	

SECOND SEMESTER:

Music 151, Applied Music Major	3 hrs.
Music 151b, Practice	1 hr.
Music 104, Harmony	3 hrs.
Music 106, Sight Singing and Dictation	2 hrs.
Music 112b, Chorus	1 hr.
Music 119b, Band	1-1½ hrs.
English 101b, Freshman English	3 hrs.
Academic Minor	3 hrs.
17-17½ hrs.	

College Heights as Viewed from Dogwood Drive



LEGEND OF THE DOGWOOD

At the time of the Crucifixion the dogwood attained the size of the oak and other forest trees. So strong and firm was the wood of it that it was chosen as the timber for the cross.

To be thus used for such a cruel purpose greatly distressed the trees and Jesus nailed upon it sensed this and in his gentle pity for all sorrow, said to it:

"Because of your regret and pity for my suffering, I make you this promise—Never again shall the dogwood tree grow large enough to be used for a cross. Hence-

forth it shall be slender and bent and twisted, and its blossoms shall be in the form of a cross—two long and two short petals. And in the center of the outer edge of each petal there will be nail prints, brown with rust and stained with blood, and in the center of the flower, will be a crown of thorns. And all who see it will remember it was upon a dogwood tree that I was crucified. And this tree shall not be mutilated nor destroyed, but cherished and protected as a reminder of my agony and death upon the cross."—*The Kentuckian-Citizen*, Paris, Kentucky.

SOPHOMORE YEAR

FIRST SEMESTER:

Music 152, Applied Music Major	3 hrs.
Music 152b, Practice	1 hr.
Music 107, Sight Singing and Dictation	2 hrs.
Music 101, Primary Music Methods	2 hrs.
Music 213, Harmony	3 hrs.
Psychology 102, Introduction to Psychology	3 hrs.
Academic Minor	3 hrs.

17 hrs.

SECOND SEMESTER:

Music 153, Applied Music Major	3 hrs.
Music 153b, Practice	1 hr.
Music 102, Intermediate Music Methods	2 hrs.
Music 214, Harmony	3 hrs.
Music 219a, Band	1-1½ hrs.
Music 112b Chorus	1 hr.
Education 235, Essentials of High School Teaching	3 hrs.
Academic Minor	3 hrs.

17-17½ hrs.

JUNIOR YEAR

FIRST SEMESTER:

Music 250, Applied Music Major	3 hrs.
Music 210, Sight Singing and Harmonic Dictation	2 hrs.
Music 222, Woodwind Ensemble	1 hr.
Music 307b, Counterpoint	2 hrs.
Music 204, Music Appreciation	3 hrs.
Electives in Secondary	3 hrs.
Academic Minor	3 hrs.
Practice	1 hr.

18 hrs.

SECOND SEMESTER:

Music 251, Applied Music Major	3 hrs.
Music 311b, Conducting	3 hrs.
Music 223, Brass Ensemble	1 hr.
Music 212a, Chorus	1 hr.
Music 305, History of Music	3 hrs.
Education 306, Adolescent Psychology	3 hrs.
Music 308, Counterpoint	2 hrs.
Music 219b, Band	1-1½ hrs.

17 hrs.

SENIOR YEAR

FIRST SEMESTER:

Music 350, Applied Music Major	2 hrs.
Music 351, Practice	1 hr.

Music 311a, Function and Technology of Instruments	2 hrs.
Music 225, String Ensemble	1 hr.
Music 301, Junior and Senior High School Music Methods	3 hrs.
Education 103, Directed Teaching	3 hrs.
Academic Minor	4 hrs.

16 hrs.

SECOND SEMESTER:

Music 351, Applied Music Major	2 hrs.
Music 312a, Orchestration and Composition	2 hrs.
Music 300, Supervision of Music in the Grades	3 hrs.
Music 318, Class Piano Methods	2 hrs.
Music 315, Song Literature and Appreciation	2 hrs.
Education 303, Directed Teaching in Major Subjects	3 hrs.
Academic Minor	3 hrs.

17 hrs.

SATURDAY CLASSES OFFERED

For the convenience of teachers, principals, and superintendents in nearby towns and counties, who may be interested in continuing their residence study on a part-time basis while employed in their present positions, a program of Saturday classes has been planned for the second semester of 1936-37.

The courses offered will be taught by regular members of the faculty and may be used in partial fulfillment of residence requirements for any certificate or degree granted by the college. The work done is in every way identical with that offered in the regular classes. The courses available will be determined by the needs and interests of the persons concerned.

Those planning to come to the college on Saturdays for one or more courses during the second semester should write the Dean of the College at once, indicating the courses in which they would be especially interested.

HENRY WRIGHT

1878



1936

Mr. Henry Wright, who since 1906 has been landscape architect of Western Teachers College, died July 9, 1936, at Dover, New Jersey.

At his premature death Henry Wright had made a many-sided and profound contribution to the creative forces in architecture, community housing and town planning. In these fields his achievement and his thinking exercised a greater and more fruitful influence than that of any other American of this generation. Brilliant and inspiring on the technical side, he was equally inspiring in a moral sense. His courage, his selfishness, his belief in the essentially collaborative nature of significant work, in the enhanced achievement made possible by genuinely interfertile minds—these qualities added moral authority to the technical ideas which he was the first to enunciate. He had a genuine respect for progress and for knowledge as a whole, and so was anxious to impart his ideas to others.

On the technical side he was in the front rank, and to some aspects of his mind it is probably not an overstatement to apply the word genius. His fundamental grasp of planning principles led him to analyze the technical inadequacy and wasteful layouts of our houses, of our city lots and street patterns, of the entire city setup; and then to offer provocative new solutions to replace the current rule of thumb empirical methods. On the theoretic side, his studies culminated in his book, *Rehousing Urban America*.

He had an unrivaled knowledge of American towns and cities, their background, the local reasons for their manner of development, their characteristic layouts and building types. He was probably our most deeply American architect-town planner.

He had an almost sensuous feeling for land and contour. He was an artist in land; his mind often seemed to be like a three dimensional film on which the smallest nuance, the gentlest slope made its imprint, to be integrated later into the completed design. He made topography a vital element in architecture and planning. More than any other single man he changed design from a paper study later to be placed on land, to a concept in which land and soil and trees and vegetation were integral with the structures. The whole concept flowered as one. . . . His personality and philosophy made it peculiarly possible for him to do this. He was independent and courageous, and fought the battles that probably hurt him, but prepared the way for others to accomplish what he fought for. He was entirely free of ambition and egoism. He didn't care a scrap who accomplished things or who got the credit, so long as the result was worth

accomplishing. . . . Physically and mentally he was mobile. Time and again he would pull up stakes regardless of a locally established reputation, to participate in new and more interesting work. Mentally he was equally mobile, ready always to cast aside his yesterday's adequate solution for a better one evolved today.

During much of his life, and especially in the last ten years, he fired the imagination of younger men. In the universities where he lectured, in meetings of technicians, in the Housing Study Guild, finally in his town-planning atelier at Columbia, he inspired men who are now taking an active place in housing, town-planning, criticism, research.

While Wright himself probably was inclined to attribute to stupidity what was essentially preservation of vested individual rights under our system, the acid character of his technical analyses of existing work, the implications of his simple direct planning theories, the impossibility of carrying them out or at least the painfully minute scale on which beginnings have been made, have started those whom he influenced, along the path of revolt of the technical man, much as suggested by Veblen. But under whatever system we achieve, Wright remains the exemplar of the creative professional man at his disinterested and courageous best.—Albert Mayer, *Survey Graphic*, September, 1936.

* * *

By the death of Henry Wright, the creative forces in architecture, housing, and town-planning have sustained an irreparable loss. Years ago as a pioneer he analyzed the inadequacy of the planning of our houses and our cities, the unsatisfactory street patterns, the self-defeating wastes in building costs entailed by the over-crowding of land, and he offered solutions more suitable, more livable, and more economical. These early analyses, these brilliant solutions paved the theoretic way for the few community developments to which we can point. In most of these he had a direct hand—in the wartime shipping-board developments for which he was town planner, in the communities of Sunnyside, Radburn, and Chatham Village in Pittsburgh. Characteristically, these were collaborations. It was Wright who furnished the spark, the brilliant clue, the jump forward. Important as has been

his contribution to the current physical scene in the way of signposts, his vital influence on young men in architecture and town planning is of even greater significance. In his informal summer schools at his farm, in his courses at universities over the country, in his town planning atelier at Columbia, he was constantly priming the young men of talent and imagination with new ideals and new technical equipment for carrying them out and also imbuing them with the courage to fight for a system that would permit their use. To these men and to all who had come under his influence, Henry Wright was not only an example of technical brilliance and originality, but the model of the creative professional man at his best.—*The Nation*, July 18, 1936.

* * *

In Henry Wright's personality one recovered a sense that the best Americans give—one finds it in Emerson, Thoreau, Sullivan—a sense of the perpetual novelty and freshness of life, the miracle of a blade of grass, the elation of a baby discovering its toes. The light that came over Henry Wright's face at the first morning-shiver of a new idea always had a hint of dawn in it, a promise of repeated dawns. That quality does not die; there are generations still unborn in communities still

unplanned who will be more helpful neighbors, happier lovers, more responsive parents, because Henry Wright was so passionately interested in the quality of space, and put life itself before all the minor instruments of living.—Lewis Mumford, "*The New Republic*," May 13-Aug. 5, 1936.

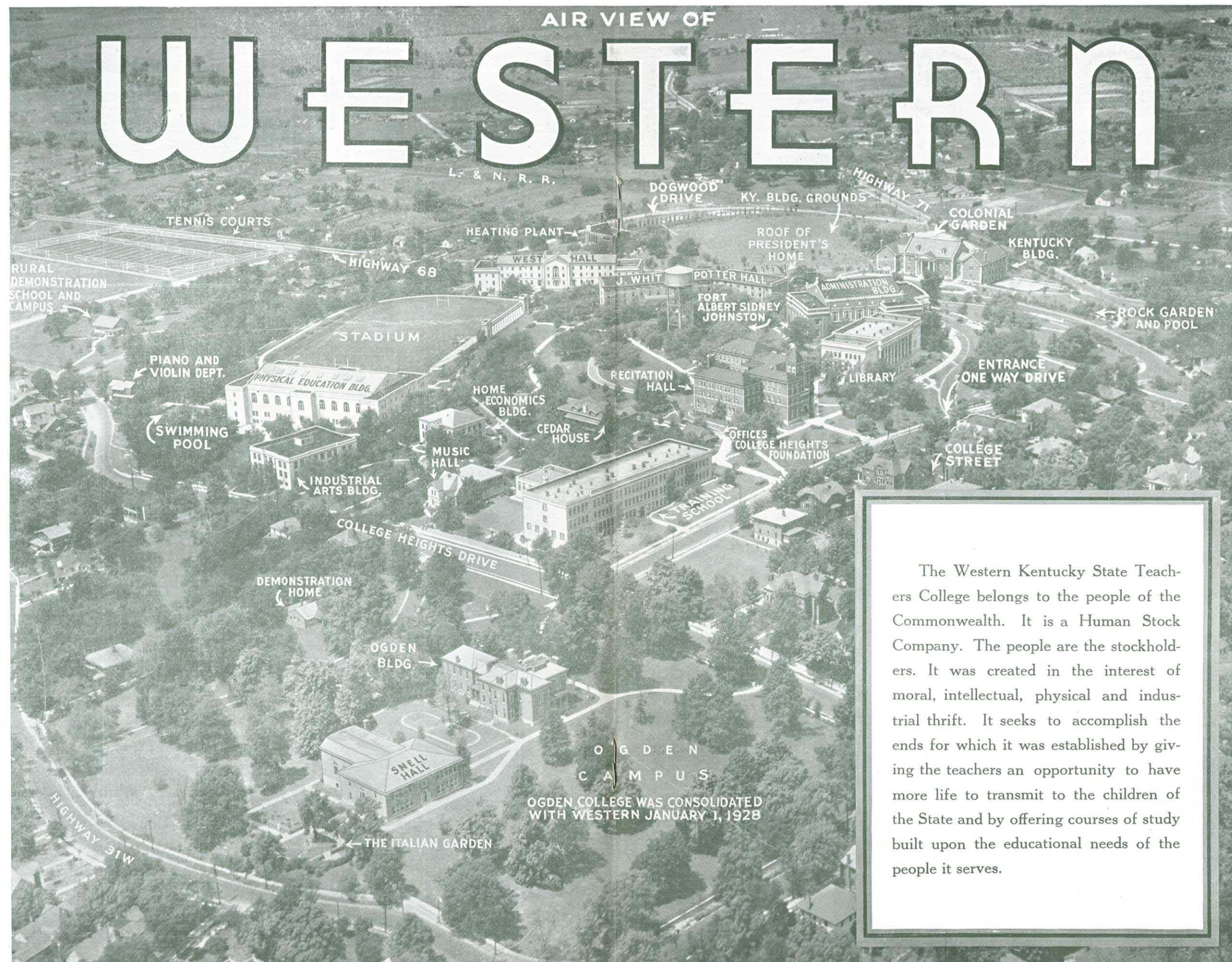
* * *

Henry Wright was like a flame that suddenly lighted up and thus clarified and simplified what seemed complicated problems. He was an original. His reasoning was his own—based on his own experience and observation. A varied experience in architectural, site, landscape, and subdivision planning formed the sound basis of his conclusions. His was an unusually active mind—an inquisitive, analytical mind—that constantly drove him on from one problem to another, and from one solution to a still better solution of a problem. His ingenuity forced him to follow his reasoning to its ultimate conclusion and to fight for that conclusion. No matter what sacrifice was needed, financial or otherwise, he made them for his beliefs. He was always big enough and brave enough to attack his own past opinions when he found a better means of attaining the end towards which he was working.—*American Architect and Architecture*, August, 1936.



A VIEW FROM THE WALKWAY BY THE FORT

WESTERN



The Western Kentucky State Teachers College belongs to the people of the Commonwealth. It is a Human Stock Company. The people are the stockholders. It was created in the interest of moral, intellectual, physical and industrial thrift. It seeks to accomplish the ends for which it was established by giving the teachers an opportunity to have more life to transmit to the children of the State and by offering courses of study built upon the educational needs of the people it serves.

THE TRAINING SCHOOL

Of Western Teachers College



The Training School of Western Kentucky State Teachers College endeavors to fulfill a three-fold purpose of (1) giving the first consideration to the interests of the boys and girls who are pupils in this school, (2) of providing for student teachers opportunities for observation and study of the best techniques of teaching and administration, and (3) of training teachers through participation and directed teaching under the expert guidance of master teachers.

A LABORATORY FOR BETTER TEACHING

The Training School of Western Kentucky State Teachers College is increasing its facilities, enriching its curriculum, and making every effort to visualize the needs of the teachers who come for directed teaching; and as a result is being recognized as one of the best training schools anywhere.

There seems to be a universal recognition of the fact that a laboratory school is needed in connection with a teacher training program. If the laboratory school is well organized, special opportunities for the study of the problems involved in improving instruction are furnished to all who are preparing themselves to teach. Cooperative study should include not only the consideration of school room problems, but also school management, extra curricular activities, parent-teachers' programs, chapel exercises, planning and carrying out commencement programs, and all activities that require the combined efforts of teachers, administrators, parents, students, and all interested groups of citizens. The Training School of Western Kentucky State Teachers College is thoroughly conscious of its responsibility and is striving to use its opportunities in making the teacher training program at Western one of the best in the country.

The Training School has sixteen departments; English, history, mathematics, Latin, French, social science, geography, agriculture, science, physical education, industrial arts, home economics, printing, music, art, kindergarten and the elementary grades which include a one-room rural school. The total enrollment for last year was 635.

The Training School in its enlarged and enriched program of teacher training is making every effort to lift the "teaching act" to that high plane where teaching becomes



W. L. MATTHEWS, Director

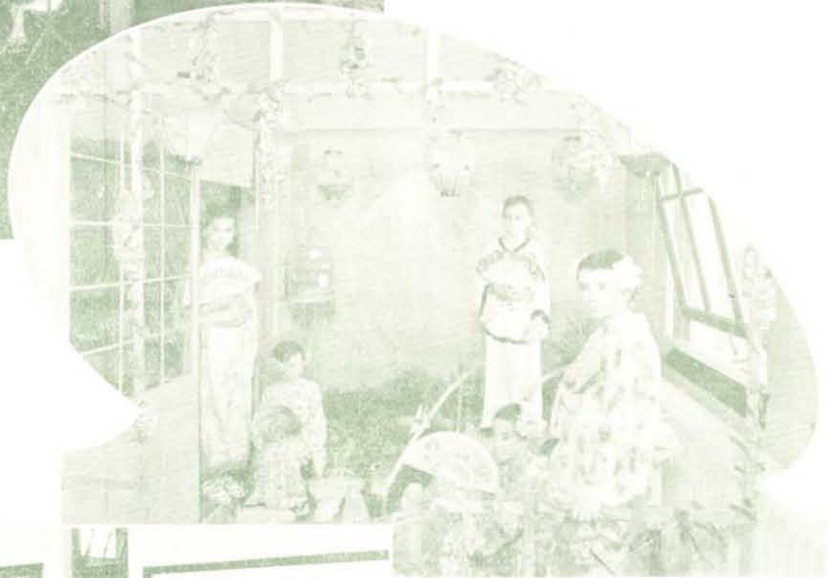
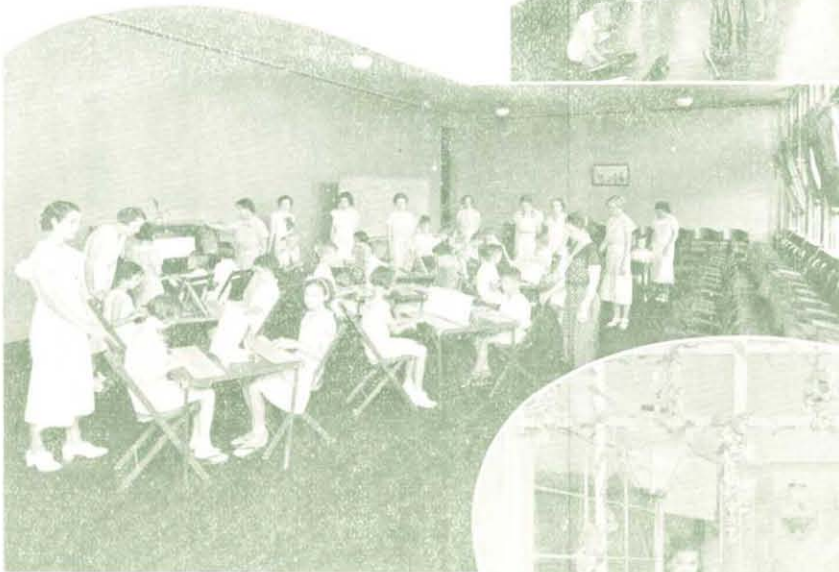
an "art" as well as a "science". A school is best judged by the spirit and atmosphere of its classroom. If in the "teaching act" one finds joy that is akin to play and a faith in knowledge, then the vital spark of good teaching must be present.



1935-1936 SENIOR CLASS

TRAINING SCHOOL PROJECTS

Shown below are a few of the numerous activities and projects participated in by students of the Training School. Top to bottom: At the upper right is a scene from the Government Demonstration Nursery School which was conducted at Western; upper left is shown a group of Training School students studying piano under the direction of Mrs. Nellie G. Travelstead; and in the two lower pictures are a group of sixth grade students doing a geography project in the summer Training School under the direction of Miss Magnolia Scoville.





Above is pictured the Training School library where students are provided a wealth of good reading material and are given instruction in the art of using library facilities. The Training School students also have daily access to the college library.



The Training School reception room is used by the Parent-Teacher Association of the Training School. Here the parents and teachers meet on common ground to discuss problems of common interest. The school and the community are made one through the active and cooperative efforts of the Parent-Teacher Association.



Left: The Boys' Glee Club of the Training School is directed by Weldon Hart.



Left: The football team of College High is coached by Arnold Winkenhof.



Left: The Training School basketball team is coached by Frank Lawrence.



Shown here are two intimate glimpses of the Rural School Unit of the Training School. The Rural School Unit is a modern and thoroughly equipped one-teacher rural school. It has arrangements for the teaching of the first six grades, besides having facilities for hand-work, and for observation and practice. The grounds surrounding the building are in keeping with the general plan of the beautiful Western campus.



Fifth Annual Graduate Club Banquet Held



The above picture was made on the occasion of the fifth annual Graduate Club banquet held in the Cedar House May 19, 1936, at 7:00 p. m.

A BRIEF RESUME OF THE GRADUATE WORK AT WESTERN KENTUCKY STATE TEACHERS COLLEGE

Editor's Note: The following statement was made by President H. H. Cherry in Frankfort on March 24, 1936, before the Council on Public Higher Education. The statement clearly sets forth President Cherry's objections to the discontinuing of graduate work in the teachers colleges of Kentucky.

General Statement: Through high standards of scholarship, well organized courses of study, a superior teaching staff, and splendid physical facilities provided by the state this institution has, from its beginning, striven to offer the very best opportunities for young men and women of Kentucky to achieve their educational objectives, and has earnestly sought to live up to its responsibilities in helping to provide a trained leadership for the different types of educational service within the state. Western has at all times been alive and responsive to the changing needs of our public school system, and the exacting demands of an ever increasing educational conscience, and has endeavored to meet these needs and demands by keeping its educational program abreast of the times and in harmony with the best interests and standards of our profession.

It was, therefore, in keeping with the purposes of the college, its policy, its progress, and in response to felt needs and growing demands for graduate work in its service area that the institution decided to organize in 1931 a division of graduate study.

Establishment of the Graduate School: Throughout the vast domain of southern and western Kentucky there were hundreds of young men and women of ambition and ability who were anxious to better equip themselves to meet the constantly increasing requirements of their profession, and yet who for economic and other reasons, were

denied this opportunity. Western did not decide to enter the field of graduate work until the demands from these people became most earnest and numerous, until the institution felt that it was a professional duty it owed the state in advancing the standards of the teaching profession, and until the management of the college was sure that a program of graduate instruction could be inaugurated and maintained which would appeal to persons desiring to pursue graduate study and merit the respect and confidence of the public at large.

We did not enter this field of more advanced professional service in a hurried or haphazard manner. For many months before the organization of the graduate division of the college the administrative staff and teaching faculty were earnestly engaged in a study of the needs of our service area and of the desirability and feasibility of graduate work in the institution. It was only after numerous committee and faculty conferences were called, many consultations of alumni and other educators in Kentucky were held, and extensive investigations of graduate work in the best institutions of the country were made, that the decision to provide this educational service was reached. After the management of the college had been convinced that we would be derelict in our obligations to hundreds of our graduates and professional friends, and the needs of Western Kentucky, if we failed to meet this new responsibility, the Board of Regents voted unanimously on April 16, 1931, to authorize the

president and the faculty to organize a department of graduate study; to assemble the necessary equipment and materials, and to do whatever was necessary to make the work of such quality as would merit the respect of educational leaders and meet the demands of progressive education. Before making the organization and inaugurating the program, however, the matter was submitted to each member of the two Normal Executive Councils of the state, and not a dissenting vote was cast. Early in the summer of 1931 the Normal Executive Councils meeting in joint session at Morehead Teachers College, formally and unanimously approved the establishing of the graduate department at Western.

Purpose and Scope of the Graduate Work: The Western Kentucky State Teachers College exists for the purpose of training teachers and administrators for the schools of the Commonwealth. The college recognizes as its duty and accepts as its function the training of students to become teachers in every type of school at present supported by the state. It also accepts the responsibility of training supervisors for rural schools, supervisors of special subjects, principals, and superintendents. The establishment of the graduate school was in harmony with these purposes and responsibilities.

Briefly stated, the primary objectives of the graduate division of the college are:

a. To meet the demands for the training of principals, supervisors, and superintendents on the graduate level.

b. To make, through well organized and effective research, definite contributions toward the solution of teaching and administrative problems in the schools of the state.

c. To strengthen and improve the undergraduate program of the college, by providing materials and procedures regarded as highly valuable in an efficient program of undergraduate instruction.

I desire to point out that the graduate division of Western Teachers College is entirely professional in nature. The course offerings have been limited to those departments in which there are real demands for graduate work, with educational administration and supervision as the center of our graduate program. Regardless of his fields of concentration and the number of hours he may present in other subjects, no student is permitted to become a candidate for the Master of Arts degree until he has satisfied at least the minimum undergraduate requirements in education.

Western Teachers College is thoroughly conscious of the fact that there exists a multitude of problems affecting education in the territory served by the institution; problems that are crying for solution. The type of investigation and research involved in the solution of these problems calls for graduate work. The data collected are not only indispensable in this connection, but become the basis for and the raw material of effective undergraduate instruction looking toward the training of educational workers for the Commonwealth. The courses offered, and the research work done in the departments in which graduate work is available are planned with a view of contributing definitely toward the solution of the administrative and teaching problems of the schools of Kentucky.

Enrollment in the Graduate Division: The graduate school held its first session in the summer of 1931 with a total enrollment of sixty-one different students. At the beginning of the fall semester of the same year forty students were enrolled. The attendance during the regular year and summer sessions has steadily increased until last summer there were one hundred forty-nine different graduate students enrolled for graduate study. Of those in attendance, eighty-four were men and sixty-five were women. They came from forty-three different counties, located almost entirely in western Kentucky. The distribution of these students, according to their fields of specialization, was as follows: School administration and supervision, seventy-three; English, thirty; Biology, six-

teen; History, twelve; Mathematics, six; special, twelve.

The group last summer, and this is also true of other terms, was composed largely of mature men and women who held positions as principals, superintendents, supervisors, college teachers, high school and elementary teachers, and were pursuing courses leading to the Master of Arts degree, with a view to giving themselves a more thorough and extensive preparation for the positions which they were holding. In this group there were thirty principals and superintendents, eight college teachers, sixty-eight high school teachers, fourteen elementary teachers, four athletic coaches, three attendance officers, and three who expected to continue graduate study during the present year.

FIFTH ANNUAL GRADUATE CLUB PROGRAM

Toastmaster—Club President

Kelly Thompson

Address Dr. Lee Francis Jones

"Graduate Work and Field Problems in Education"

Address Dr. Gordon Wilson

"Graduate Work and the Enrichment of Undergraduate Program"

Address Dr. M. C. Ford

"A System of Graduate Instruction in Kentucky"

Address . . . Club Sponsor . . . Dr. F. C. Grise

"Achievements and Significance of Graduate Work at Western"

Conclusion President H. H. Cherry

On the basis of the information which we now have, we believe that at least two hundred graduate students would attend the summer session of 1936 for the purpose of pursuing courses leading to the Master of Arts degree, if the opportunity should be provided.

A total of four hundred nineteen different students have completed one or more terms of graduate study at Western. Of the total number enrolled seventy-one have received the Master of Arts degree. Several of these have been admitted to some of the best graduate schools of the country for work leading to the doctorate and with full recognition of the credits earned at Western Teachers College. There will be approximately thirty additional candidates for the degree at the close of the regular school year and at the end of the summer session in August.

All of the students, who have begun graduate work at Western, are men and women of such ability and experi-

ence as to profit from graduate study. Most of them would return from time to time for the completion of requirements for the Master's degree; for financial, and other reasons, it will not be possible for most of these to go elsewhere for a continuation of their graduate study. We have had a number of good people, holding responsible positions, who have been coming to the college in the afternoons and on Saturdays for part-time graduate work, and who must secure their advanced training in this way, if at all.

The institution acted in good faith when it accepted these students for graduate work and, thereby, entered into an agreement to provide for them opportunities for a continuation of their graduate study. It is very clear that we are at this time confronted with a very serious situation on account of the unfulfilled obligations to those students who have been with us before, to those who are now on the campus, as well as to people of our section of the state. Moreover, if our graduate work is eliminated it will be a constant source of embarrassment to the institution, and to those to whom it has granted the Master of Arts degree, because of the inevitable lowering of the prestige of the degree. Of course, there are also other difficulties involved which might be mentioned.

Cost of Graduate Instruction: Approximately one-half of the credits required for the Master of Arts degree may be earned in advanced senior college courses, which must be offered anyway in order to take care of our undergraduate needs. The permission granted to graduate students to earn credit in senior courses by doing additional research, reading, et cetera, is in keeping with the policy of the best graduate schools of the country. Each semester an average of about thirty-five semester hours of graduate work has been offered in courses open only to graduate students. These additional offerings in the graduate field require, on the average, the equivalent of two and one-half full-time teachers; but are distributed among fifteen to eighteen of the best trained members of the teaching staff in order to provide better graduate opportunities, and at the same time, to prevent any reduction in the standards of our undergraduate program. It is apparent, therefore, that through careful organization, and by limiting the graduate work to the urgent needs of the institution and our service area, we have been able to build a program of graduate study that has won the confidence and respect of our students and the public, that is rendering a much needed and valuable service and yet at the same time, has been carried on at a very low cost to the state. As a matter of fact, after deducting the amount which the institution receives in graduate student fees, the total additional cost for graduate instruction is approximately \$4,000 per year; an amount too small to finance a good department of research, which would be sorely needed if the graduate school were not maintained.

In connection with the cost of graduate instruction one

other item should be mentioned. It has been the practice of the college to use graduate students for part-time work as laboratory assistants in physics, chemistry, biology, and geography. These students receive \$12.50 per month for each laboratory section to which they are assigned. The honorarium received by these graduate students, if they were placed on a full-time basis, would not exceed \$75 per month. Full-time instructors, capable of doing this same work, would cost at least \$150 per month. Should our graduate work be eliminated we would have to employ from three to five full-time instructors (depending upon the semester or term) to take the place of these graduate students. It is clear, therefore, that in the matter of laboratory assistants alone our graduate school is saving the institution and the state an amount nearly equal to the difference between the total annual cost of graduate instruction and the amount received in fees from the graduate students. In other words, the graduate program at Western Teachers College is being maintained at practically no additional cost to the state of Kentucky.

SUMMARIZING STATEMENT: The graduate work at Western Teachers College came into existence in response to definite needs and demands, and was inaugurated with the full knowledge and approval of those governing bodies functioning under the laws of Kentucky and charged with this responsibility. The graduate work at Western is entirely professional in nature, designed exclusively for the training of educational workers, and confined to those fields of study in which there are justifiable needs and demands for advanced training. Every phase of the graduate program has been planned with a view of contributing definitely toward the solution of administrative and teaching problems of the schools of Kentucky. The large number of students that have enrolled for graduate study, and the number receiving the Master of Arts degree, indicate the confidence and appreciation of the work being done. The recognition given several of our graduates by some of the most outstanding graduate schools of the country attests the quality of the work and the standards maintained. The cost of this graduate instruction to the state is negligible.

I am constrained to believe that if our fellow educators in Kentucky, and those in positions of authority and responsibility, were thoroughly familiar with the service which our graduate school is rendering to the cause of education in the state they would agree that this work should be continued; and that it would be a serious mistake to deprive many capable and deserving young men and women of Western Kentucky of the opportunity for more advanced professional training and attainment.

The foregoing statements have been made with a view of giving a fairly comprehensive notion of the purposes, program and progress of the graduate work at Western Teachers College, and are most respectfully submitted for your consideration.



TWO FAMILIAR WINTER SCENES ON COLLEGE HEIGHTS

1936 HOMECOMING HONORED FIRST TEAM



HOMECOMING CROWD

The 1936 Homecoming was observed at Western on October 31. The annual football game climaxing Homecoming activities was won by Western over Oglethorpe University 6-0.

Honored during the 1936 Homecoming were the members of Western's first football team, a picture of which is reproduced below.

Members of the 1914 team are:

Top row reading from the left: Coach J. L. Arthur, now in the sporting goods business at Harriman, Tenn.; Maj. Victor Strahm, chief test pilot for the United States Government, located at March Field, Riverside, Calif.; Leslie Schultz, principal Hartford city schools; D. Y. Dunn, superintendent of Fayette County schools; George Rogers, who is farming at Colesburg; C. A. Loudermill,

member of the faculty at Western, and Hewitt Gibson, who is practicing law in San Francisco, Calif.

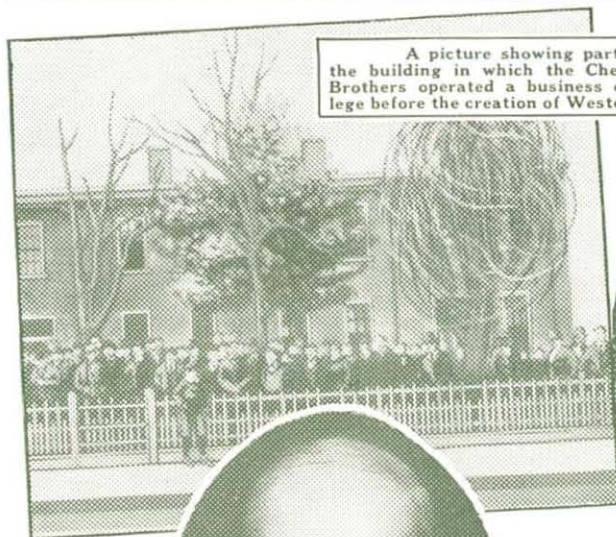
Middle row: Sanda Singleton, who is teaching school in Oklahoma; Alva Skaggs, who is teaching in Hopkins County; J. Hardy Little, who is in business in Benton; Arthur Bell, who is farming in Ohio County; J. S. Brown, superintendent of city schools at Ludlow; Gilbert England, superintendent of city schools at Campbellsburg, and James Jones, a coal operator at Madisonville and in Tennessee.

Front row: Carl Vincent, principal Smith Mills High School; R. E. Salmon (deceased); Dan Taylor, who is practicing law in Virginia; William R. Sadler, city chemist of Los Angeles, Calif., and Murray Brown, circuit judge located at London, Ky.; Andy Parker of Bowling Green is the mascot.

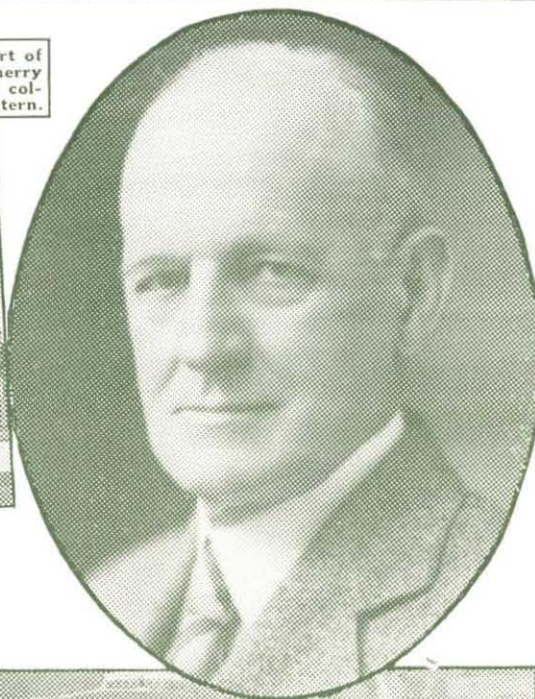


A PICTURE OF WESTERN'S FIRST FOOTBALL TEAM

FOUNDERS DAY AT WESTERN NOV. 16



A picture showing part of the building in which the Cherry Brothers operated a business college before the creation of Western.



T. C. Cherry, joint founder of the Cherry Brothers Business School, now city school superintendent of Bowling Green.

H. H. Cherry, president of Western Teachers College, has been head of an educational institution in his native town of Bowling Green for 43 years.



J. R. Alexander, survivor of the original staff of Western Teachers College.



Miss Mattie McLean, survivor of the original staff of Western Teachers College.

AN AEROPLANE VIEW SHOWING PART OF WESTERN TEACHERS COLLEGE AS IT IS TODAY

Founder's Day Programs

Founders Day Banquet Honoring President H. H. Cherry on his Seventy-Second Birthday

TOASTMASTER
E. H. Canon

Music The College String Ensemble
My First Barlow Knife W. J. Craig
The Pull of a Five-Pound Bass . . J. R. Alexander
What's Above the Rim Counts . . . Ella Jeffries
Paint the Tops of Your Fence Posts Red J. H. Claggett
If Mr. A. Waits for Mr. B. . . . A. M. Stickles
You Win the Game Before It's Played Gabie Robertson
That Other Thing W. L. Matthews

FOUNDER'S DAY PROGRAM

NOVEMBER 16, 1936

1. Hymn—Sung by audience
2. Invocation—
3. Announcements—
4. Special Music—College Quartette
5. Founder's Day Address—Dr. Bruce R. Payne, President, George Peabody College for Teachers
6. College Heights—Sung by audience



JACK FROST PAINTS ANOTHER PICTURE

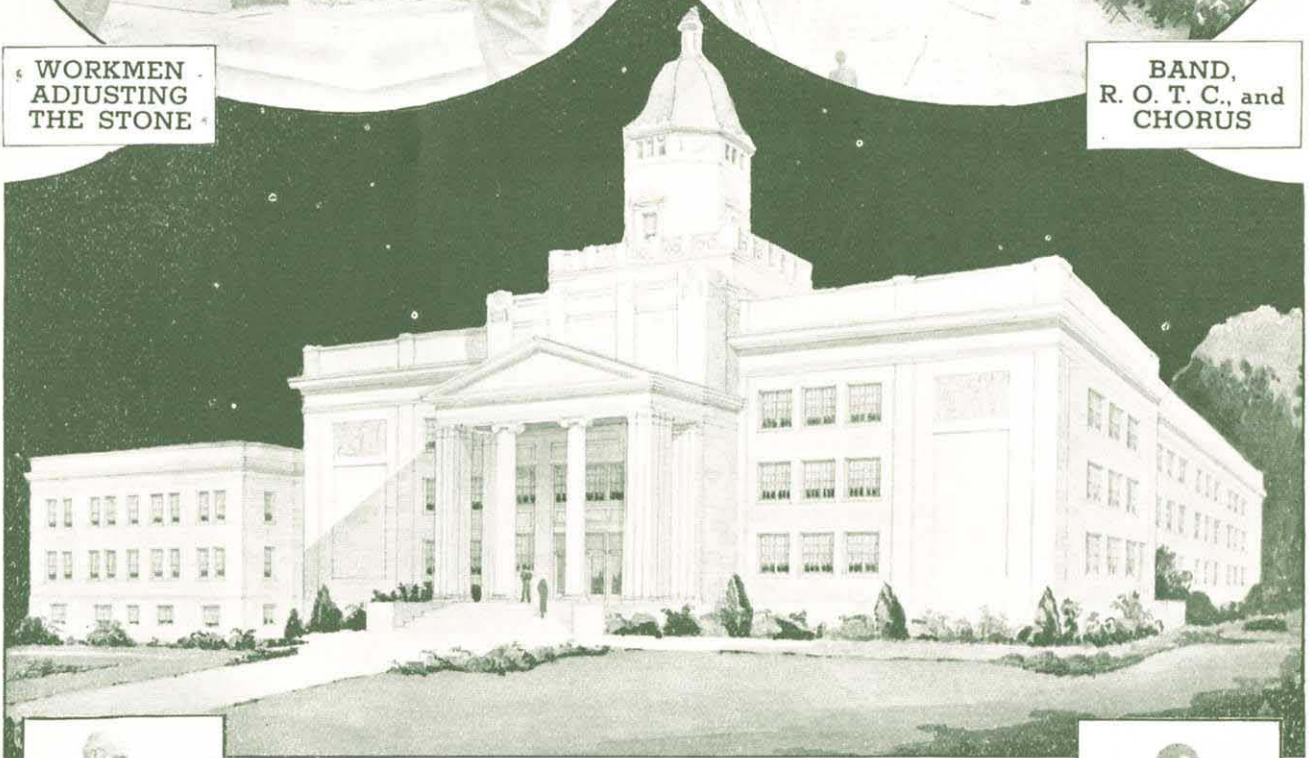
WHAS Broadcasts Cornerstone Laying Ceremonies of Western's New \$561,810 Classroom and Laboratory Building



WORKMEN
ADJUSTING
THE STONE



BAND,
R. O. T. C., and
CHORUS



ARCHITECT'S DRAWING OF NEW BUILDING



PRESIDENT
H. H.
CHERRY



GEORGE H.
SAGER



A SECTION OF THE CROWD



GEORGE W.
MEUTH



HARRY
W.
PETERS

Addresses Delivered At Corner Stone Laying

"WE RE-DEDICATE OUR LIVES TO THE GROWING OF A GREATER WESTERN."—PRES. H. H. CHERRY

This day is outstanding in the life of College Heights—a day of which many of us have dreamed—a day that is conspicuous and prophetic in the life of Western, as we meet to lay the corner stone of a building, representative alike of the need of the hour and the hope of the future. Bearing witness to these statements there is present at this time on this hilltop, a great throng of friends and distinguished guests. There are also many silent, unseen factors and influences with us here today. Back of every achievement of the present is to be found in the past, the story of a vision, of plans and hopes and of service and sacrifice.

As this great classroom structure takes its place upon the Hill, those of the present strive earnestly, to build worthily and adequately for the future. In laying the corner stone of this noble building, dedicated to service and democracy, we pray that it may arise, not only to the splendid proportion of its architectural plans, but that it may become symbolic of the urgent need of a broader, a more vigorous and varied preparation, of the thousands of young men and women who shall pass through its portals, who shall cast their armour here, in which they will go forth to meet the responsibilities, the opportunities and the conflicts of a swiftly moving era.

The first duty of democracy and its first necessity are to provide for a training which will safeguard the health, guarantee the intelligence and promote the integrity of its citizens. The Declaration of Independence is in itself the greatest educational program ever presented to the world. When interpreted in the principles and ideals of education you will find a schoolhouse between every line and a picture of a child in every letter.

If there is a peril that threatens the country it is the peril of waste. The waste that flows from cloudy human visions, low ideals and penny ideas; the waste that flows from disease, ignorance and illiteracy; the waste that flows from the home where there is no vision, no library, no parental authority, no Bible, no Christ; the waste that flows from the negative and neglected school and a semi-religious life. I am emphasizing that the Commonwealth's house will be in bad order until the soul's house is put in good order by vision, religion and education.

Every idler and knocker, every poor school and every child absent from school, every illiterate, every jail and penitentiary building, every criminal in every jail and penitentiary, every case of preventable disease, every unskilled laborer, every poor housekeeper, every unqualified preacher, teacher, doctor, lawyer, every inefficient and dishonest public official and every other incompetent workman in every other human endeavor remind us most forcefully of lost opportunity and of social and economic waste.

Western realizes that the institution as it is this after-

noon is a photograph of the work and of the spiritual and mental processes of the past and that the achievements of the future depend upon what we do with the present. With our eyes upon a goal that reaches into the future, we are charting a program of action that calls for the same spirit, devotion, and support that have brought the institution to the achievement of this hour. With a spirit of gratitude, of humility, and of a rising faith we re-dedicate our lives to the work of the future, to the growing of a greater Western. Western is upon this occasion visualizing a greater future while an optimism is covering the Hill.

We realize that this great Hill upon which this building is being erected is a mirror in which we see the confidence of the people and that it is our duty to sanctify it by hard study, by earnest work, by expressing its harmony, its order, its articulation, its sanitation and its stateliness in our lives; by high life, high thought, high ideals, and a noble service; by seeing to it that its nobility is not marred by a single mark or desecrated in any other way, by making the beautiful sunrise and sunset which we shall witness from this Hill the rising of a soul in a world of promise and opportunity and the setting of a soul amidst the splendors of a life well lived, by making this beautiful panorama that we shall witness from this hilltop and from classroom windows a spiritual panorama to be transmuted into life, and finally, through a patriotic use of things spiritual and things material, by unlocking the door that confines an imprisoned self, allow a new and greater Commonwealth to step forth—a blessing to man, a servant to God.



"EDUCATION IS A CORNER STONE UNITING A GREAT PEOPLE UNDER AMERICAN DEMOCRACY."—GEORGE W. MEUTH

As the laying of the corner stone of this magnificent structure makes possible uniting its walls, education is the corner stone uniting a great people under the American democracy. It was, therefore, fitting and proper that the Federal Emergency Administration of Public Works, representing the United States of America, should join with the Board of Regents of the Western Kentucky State Teachers College, an agency of the Commonwealth, thereby making possible the construction of necessary improvements to the plant of this college, so that the students now in attendance, as well as the many thousands who shall hereafter come to this majestic hill located in the Park City of the South, may have more adequate facilities for pursuing an education which is essential to the well-being and perpetuity of the National and State Governments.

An educated citizenship was the guiding force which

brought into being the great democracy on the American continent, thereby making possible the establishment and development of free American Institutions. Our beloved nation existing today as the strongest and greatest democracy the world has ever seen, is the result of an achievement of an enlightened people. The maintenance of the people's government is impossible unless it is supported by a citizenship with capacity to realize and to solve problems of free men. The corner stone of democracy is education. When that corner stone deteriorates, democratic government will fail. As long as there are established and maintained institutions of learning, where the future American citizens receive instructions preparing them to take their places as free men, the institutions established by our forefathers will survive. When the youth of the land, at any time, fail to receive instructions, or if the knowledge acquired should dim their vision for the necessity of free government, the institutions of our fathers will crumble and fall into ruins.

Huge armies do not, within themselves, protect and make possible the preservation of democratic government. Armies are instrumentalities of imperialism, democracy is the instrumentality of an enlightened free citizenry, engaged in maintaining government for the development and protection of the whole people.

The municipalities and other agencies of Kentucky by co-operating with the United States Government, have, within the past eighteen months brought about a renaissance in educational development of the Commonwealth. During this period 91 graded and high school buildings have been completed or placed under construction, rep-

resenting an investment of \$4,500,000.00 and there are under construction major improvements to every institution of higher learning of the Commonwealth, which represents a further investment of \$3,000,000.00. This development is a part of a great program made possible by the National Government; a Government which realizes that educating its future citizens should be its first object. The American democracy today is safe, its corner stone is sound, and it will soon realize the great ideal whereby all Americans shall receive economic security and live in peace, happiness and contentment.

I close with six words from that immortal school-master Horace Mann, who said, "Education is our only political safety."



"INSPIRE FUTURE GENERATIONS IN PROPER CONDUCT OF THEIR LIVES."—GEO. H. SAGER, JR.

Friends of Western, such ceremonies as this have been symbolic throughout the ages of man's feeble efforts to create structures for the glorification of his ideals and his own personal well-being. I understand we can read from the meager records of antiquity where, in the beginning of civilization, man offered human or other blood sacrifices upon the stone beneath the threshold of his home to dedicate that structure to his divinity and to ward off evil spirits. The thread of history through Egypt, Babylon and the Holy Land traces with increasing frequency the use of the cornerstone laying ceremonial, with attendant



THE \$561,819.00 P. W. A. PROJECT AS IT LOOKED IN OCTOBER

sacrifices, to celebrate the raising of temples, castles and other important structures.

The ages have taught us that the practical builder originally set guide corner stones on the four corners of the building after the rough work of preparing the heavy foundation had been completed. These stones, which we now symbolize by a single stone, were carefully cut from durable material and served to line, plumb and square the structure that was to be built above. This practical application of setting a special stone or stones as a guide to the building of the useful and artistic part appears to me as symbolic of the purpose for which institutions of higher learning such as this were intended. Our characters, partly built under varying circumstances and environments by the training and preparation through our younger years, need to have some gauge, such as your institution, by which they may be leveled, squared and brought true up-standing to eventually rise properly prepared for the more useful life.

Now I want to charge you Masons and other workmen to lift this stone carefully, place it upon the foundation after the mortar has been spread in preparation and, before these people assembled, to set it level, plumb and square so this building may rise true and noble to inspire future generations in the proper conduct of their lives.

My friends, let us proceed with the placing of this stone.



"THE CAPSTONE OF THE LONG-TIME DREAM OF FAR-SIGHTED PRESI- DENT."—H. W. PETERS

Many years ago, when this Hill was mostly a tangle of sumac bushes, honeysuckle vines, and projecting rocks, there were only two or three buildings on it—the old Potter College Building, the Administration Building, and maybe another.

On the inside wall of the Administration Building hung a prospectus of this Hill and of this institution showing the improvement proposed to be made for the next twenty or thirty years. This prospectus as it hung on the wall, picturing the dream of an enthusiastic, energetic, far-sighted man, was an inspiration and challenge to some and an idle, utter impossibility to others.

Today, we are here to lay the cornerstone of the building, which is, in a way, the capstone of the long-time dream of the far-sighted President of this institution.

Some of us have many pleasant and inspiring memories of the old Potter College Building, which this new building replaces, but it is our earnest wish that the opportunities and inspirations we received in it will be increased a hundredfold for students who attend classes in the new building.

For generations to come, may young men and young women from every county in this section of the State gather here to receive instruction in knowledge and training in right living. May they find here every condition necessary to a true and enlightened education. May the instructors in the classrooms of this new building be examples of excellence in scholarship and character, seekers after truth, lovers of human beings, and, like your President, enthusiasts in the development and inspiration of tender, backward human souls.

May this building, when completed, be always filled with an invigorating atmosphere of mental and moral life, and may no student—no prospective teacher, pass from here into the elementary or high school classrooms of the State where they expect to teach children or into a life in this present-day complex, complicated world without having been made more intelligent, more thoughtful of others, more courteous, more courageous, and in every way more capable of wise, just, kind, and useful living.

To this end and for these purposes, we are, today, laying the cornerstone of this magnificent building.



A PICTURE MADE IN JUNE SHOWING EXCAVATION IN PROGRESS

The College Heights Foundation

BOARD OF DIRECTORS



Top, reading from left to right: Pres. H. H. Cherry, Senator M. M. Logan, Morgan Hughes, Mrs. H. R. Matthews, Sterrett Cuthbertson, Edw. B. Stout.

Bottom, reading from left to right: R. E. Cooper, J. R. Alexander, Sam H. Allen, Walter G. Houghland, Laurence B. Finn, John P. Masters.

Thirteenth Annual Report of College Heights Foundation Given by Secretary Seward

Loans totaling \$8,658.56 to 239 students were made during the past year by the College Heights Foundation of Western Teachers College, according to the thirteenth annual secretary's report read by Roy H. Seward, Secretary of the Board.

Students loans during the year increased to \$165,020, the amount of 4,508 loans made by the Foundation during its period of existence. Repayments during the past year totaled \$12,334.71, the report showed, increasing total repayments to \$134,521.80.

Among assets listed in the report were student loan fund pledge



R. H. SEWARD,
Secretary-Treasurer

notes receivable, \$30,320; student loan fund pledge notes, \$2,300; Kentucky Building pledge notes, \$27,400.60; and Kentucky Building pledges, \$87,335.20.

The Foundation is sponsoring the student loan fund, the Kentucky Building, the Colonial Gardens, the Kentucky Museum, and the Pioneer Cabin on the Kentucky Building grounds. The Kentucky Building represents a capital outlay of approximately \$120,000, the report said.

Four members of the board whose terms expired this year were re-elected. They are Sterret Cuthbertson and Sam H. Allen of Bowling Green, R. E. Cooper of Hopkinsville, and M. O. Hughes of Louisville. Other members of the board include President H. H. Cherry, Laurence B. Finn, M. M. Logan, Mrs. H. R. Matthews, Edward B. Stout, J. R. Alexander, Walter G. Houghland, and J. P. Masters, all of Bowling Green.

COLLEGE HEIGHTS FOUNDATION SPONSORS MANY UNIQUE PROJECTS

The College Heights Foundation is sponsoring a number of useful and unique projects; the Student Loan Fund, the Kentucky Building, the Kentucky Library, the Kentucky Museum, the Colonial Gardens, and last in the order of conception, but by no means the least in importance, is the construction of the Pioneer Log Cabin. These projects, the outgrowth of President Cherry's far-seeing vision, are affecting, and will continue to affect, in an ever-increasing way, the cultural and educational life of the school, the community, and the state.



THE STUDENT LOAN FUND, a Kentucky organization, established in 1923, is affording proof of its utility and rendering a social service of great importance to worthy students seeking the acquisition of a college education. Already the Foundation has made 4,400 different loans, amounting to \$165,000.00.



THE KENTUCKY BUILDING is partially completed. It represents a capital outlay of something like \$120,000.00. The Foundation has been able to furnish—through the instrumentality of one of its projects, the Kentucky Building—adequate classroom facilities for handling the classes previously housed in old Potter College. The emergency created by the demolition of the old building is being met in a splendid way by the Kentucky Building. If the building were brought no nearer completion, it has justified the expenditure of money that has gone into the structure.



THE KENTUCKY LIBRARY represents an outstanding contribution to the life of the Commonwealth. It is under the able management of Mrs. M. A. Leiper who deserves great credit for gathering together, labeling, classifying, cataloging, and making available for public use many thousands of rare publications, pamphlets, newspapers, law books, etc., pertaining to Kentucky and Kentuckians. The library is crowded daily with students and friends who have come from far and near to secure information for which they have searched elsewhere in vain.

THE KENTUCKY MUSEUM, under the same sponsorship, is filled with interesting items. Mounted specimens of bird and animal life find a place here. Indian arrowheads and flints of all shapes and sizes are classified in suitable cabinets. The coin collection is one of the best in the state. Credit should be given to Mr. Otis L. Willoughby, a resident of Warren County, for furnishing many of the mounted bird and animal specimens. In visiting the Kentucky Museum, one must not overlook the magnificent Art and Statuary collection donated by Mr. Perry Snell.



THE COLONIAL GARDENS. A number of years ago Mr. Henry Wright, the landscape gardener, laid out the Kentucky Building grounds and indicated the plan to be followed in their development. The duty of carrying this conception into execution devolved upon Misses Florence Ragland and Elizabeth Woods. How well they have succeeded, may be seen by looking at the panorama of beauty which greets the eye of the spectator as he approaches the grounds. The gardens are indeed a "thing of beauty." A faculty member recently said in substance: "If one should fly in an areoplane over the campus of the institution, he would see unfolded and spread out before his enraptured vision a lovely picture of the colonial gardens with the words "WOODS AND RAGLAND" engraved in bold relief in the corner." This was a merited tribute to two lovely characters who have devoted much of their time and energy to the beautification of the Colonial Gardens.



THE PIONEER LOG CABIN adds a touch of pioneer life to the colonial atmosphere that pervades the grounds and building. Constructed of poplar logs and enclosed with a stake and rider split-rail fence, it will provide a shrine to which those who boast pioneer ancestry may come and see for themselves how their courageous ancestors lived while laying the foundation of the Commonwealth. In brief, it will be a typical pioneer cabin wherein will be gathered and reinstated the simple furnishings of the pioneer people. The Cabin is just now receiving its finishing touches.

Next High School Senior Day, April 9th

High School Senior Day 1936



Top, A Section of the Crowd at the 1936 High School Senior Day Program.
Bottom, A View of the Crowd from the Speaker's Platform.

The fourth annual High School Senior Day to be held on the campus of Western Teachers College will be observed on Friday, April 9, 1937. Plans are now under way to make it one of the most educational and inspirational programs ever given for high school seniors in Kentucky.

High School Senior Day was inaugurated at Western in 1934. Approximately 2,500 seniors attended the first program. In 1935 more than 2,800 gathered on the Western campus. In 1936 a new record was set when between 3,200 and 3,500 high school seniors, teachers, and school officials visited College Heights to participate in the celebration. More than 4,000 visitors are expected to attend the 1937 event.

A cordial invitation is extended to seniors in the high schools throughout Kentucky to spend the second Fri-

day of April in Bowling Green as the guests of College Heights. The campus of Western is widely known as one of the most beautiful to be found anywhere. It is one of nature's "show places" made possible by the use of the generous gifts of nature, the cooperation of friends and co-workers, and the vision of inspired architects. It is a poetic masterpiece of unusual beauty. It is worth the time and effort of any high school senior to spend a day on Western's beautiful hilltop. So with the hope of making better citizens of young Kentuckians and with the fervent desire to share and serve, we are dedicating the "Hill" on April 9, to the boys and girls who are in senior classes of the high schools of our great Commonwealth.

BEGIN PLANNING NOW FOR A DELIGHTFUL TRIP, AN ENJOYABLE PICNIC, AND AN EDUCATIONAL PROGRAM.



DECEMBER ROBES OF WHITE



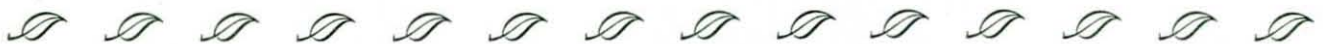
Lo, what wonders the day hath brought,

Born of the soft and slumbrous snow!

Gradual, silent, slowly wrought;

Even as an artist, thought by thought

Writes expression on lip and brow.



Scenes on College Heights in Winter

Winter Vies With Other Seasons in Beautifying Western's Campus



An enchanting view of the Administration Building.

Left: Winter presents a picture of matchless beauty here.



A lawn of white.



Two winter views of the Ogden Campus.